

Report to the
South African Qualifications Authority (SAQA)

Ascertaining the integrity of the marking of
the *Kha Ri Gude* literacy campaign
Learner Assessment Portfolios

Year Four: 2011

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Executive Summary

Rapid overview

This report gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2011, and specifically of the findings of the verification workshop held at the end of March 2012.

A short history of *Kha Ri Gude* and SAQA's involvement with the programme is provided. Arguments on the basis of the findings of the verification workshop are offered, and are backed by extensive tabulation and discussion of the results.

The report records that the three SAQA specialists appointed to conduct the process:

- consider the process to have advanced to the point where it would be justified to describe it as “quality assurance”
- view the overall achievement of *Kha Ri Gude* and its implementation in a very positive light, which has a bearing on the quality assurance
- find that the processes of moderation and verification justify the recording of the 2011 results on the NLRD\
- make recommendations that SAQA continue the process in a developmental spirit, and that the Department of Basic Education put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A more detailed summary of the moderation of the 2011 *Kha Ri Gude* results

1. The *Kha Ri Gude* literacy campaign was launched in April 2008 after a two year process of investigation and development. Some 357,195 learners were enrolled in 2008, 613,643 in 2009, 609,199 in 2010 and 660,924 in 2011.
2. At the end of of March 2012 SAQA conducted the fourth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 25,135 Learner Assessment Portfolios (LAPs) was scrutinized by 220 *Kha Ri Gude* moderators and verifiers with oversight by the three senior verifiers from the SAQA team. This sample represents 4.1% of the 612,450 LAPs returned at the end of 2011.

3. The appended accounts and data allow for the conclusions that:
 - The management of the logistics, records and data for *Kha Ri Gude* has been more than satisfactory, and outstanding in certain respects.
 - The moderation process in the first three years has led to a stable system and a shared understanding of SAQA's demands. The processing for 2011 was very smooth indeed, showing a tightening of procedures, minimal unsatisfactory marking at the *Kha Ri Gude* classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2010.
 - An array of statistics show that the marking was credible (see the various appendices), and the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (91%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were few (9% of the total), and partly balanced each other out (moderators wanted 6% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008, 2009, 2010 and 2011 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a high degree of congruency.
 - The percentage of portfolios with marking that was judged as less than acceptable is small (about 9%). No more than 3% of the marking indicated the possibility of serious irregularities.
4. The site visits and assessment tests to 300 classes in November 2011 has initiated a process of a stringent verification of the authenticity of the actual learner completion of the LAPs (as is achieved, for example in the National Senior Certificate examinations by the examinations being written under strictly controlled, invigilated, conditions). Analysis of the results of matching the site tests with the LAPs has indicated a general comparability affirming general authenticity of the LAP results.
5. As in the case of the 2010 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2011 be recorded on the NLRD.

Report

A major, low-key programme of national importance

The three SAQA specialists appointed to manage the verification and moderation of the *Kha Ri Gude* national adult literacy campaign are unanimous in their view that they have been participating in a rare and impressive achievement – one that needs to be more broadly known. The positive view below is one reached after an appropriately sceptical auditors' engagement with the programme. Although the SAQA task is pointedly not one of evaluation, the following views are of relevance to the quality assurance of the programme:

The achievement of *Kha Ri Gude* consists in a range of features of the campaign which include:

- the sheer reach of the campaign, which has registered over 2 240 000 adult learners since 2008, with over 80% completing the 6-month courses
- comprehensive, professional and attractive published curriculum materials in huge quantities – workbooks and portfolio books in all eleven official languages and Braille, as well as educators' guides
- an extremely efficient logistics system which annually distributes over 660 000 sets of materials to all corners of the country, tracks enrolments and collects and manages the return of over 600 000 portfolios, while managing the registration and payment (mainly small stipends) of close to 40 000 educators in decidedly non-formal contexts (homes, garages, churches)
- a remarkably successful hierarchy made up of voluntary educators (responsible for the recruitment and teaching of at least 18 learners each year), assisted by local supervisors under the guidance of district coordinators, who report to national management in the Department of Basic Education
- use of an official moderation and verification approach linking the programme to the quality demands of the National Qualifications Framework (NQF) allowing successful learners to be recorded on the National Learner Record Database (NLRD)

The numbers and range of the *Kha Ri Gude* campaign are impressive, in 2011:

Learners:	660, 924
Classes:	38,636
Coordinators:	190
Supervisors:	3,619
Educators:	38,636
Monitors	38

The efficiency and professionalism of *Kha ri Gude*, plus the addition of incremental processes of external quality assurance, make the campaign unique internationally. National adult literacy campaigns have, at best, a mixed press. They tend to be recognised more for political mobilisation and hype than for persuasive records of actual performance and even less for real cognitive achievements. *Kha Ri Gude*, by contrast, has been relatively low on publicity and much higher on verified educational achievements.

SAQA's development of quality assurance is undertaken to help ensure that the adult literacy learners are not let down again by the failure of education provision, but are the beneficiaries of a credible product and service. It is good to be able to report that this is the case.

Value added by and to SAQA

SAQA's involvement with *Kha Ri Gude* has not only been beneficial to the campaign. The three writers of this report, with a commitment to adult education and to people with little formal education, believe that the work develops the NQF in an area central to its mission that has been neglected. We expand on this thought below.

SAQA's engagement with *Kha Ri Gude* has not been without controversy. It started in a previous Minister of Education's request to the SAQA CEO in 2007 to help the campaign to be credibly successful. Some thought the task to be beyond the scope of SAQA or inappropriate to its role. Later the NQF Act (2008) made the quality assurance of *Kha Ri Gude* the responsibility of *Umalusi*. However, *Umalusi* was unwilling to take over the task, partly because of capacity problems, partly because of principle concerns with engagement either at this level (ABET level 1 - *Umalusi* has only been concerned with formal "exit levels", in this case NQF 1 or GETC or ABET level 4) and because of reservations about the status of assessment based purely on portfolios. After negotiation *Umalusi* agreed after a Ministerial request that SAQA should continue with the task. On this basis, SAQA obtained a commitment from the DBE to a further, enhanced, three year period of quality assurance development (starting in 2011) in order to give sufficient stability for the role to develop more fully.

From the beginning the SAQA considered the project to be viable only on condition that it was treated as developmental. This meant that it would grow from a limited moderation role into an appropriate model worthy of being called "quality assurance". The initial conditions of the first year of *Kha Ri Gude* threw up many of the problems of a new and untried project – problems of timing and resourcing. These made it impossible to offer anything beyond a moderation process that would establish whether the intended course was up to standard (in terms of registered ABET unit standards) and whether the portfolios returned had been marked according to the published specifications.

This modest process proved to be valuable in practice when 200 coordinators came together to moderate the marking. It must be added at this stage that the programme materials had built in detailed controls. From the start: each portfolio was meant to be signed off by the voluntary educator, the supervisor and the coordinator. The effect of the SAQA moderation was not only to focus on the accuracy of the marking, but on the care with which the signing off

procedures had been followed. The immediate and continuing effect of the SAQA exercise was that the 200 coordinators – according to their own report – went back to their posts with greater clarity and rigour about what the portfolio exercises required. This meant that the next year’s much larger numbers were handled more convincingly in terms of individual checking and systemic data management.

Ideally, the second year of moderation would have included independent field verification to ensure that the portfolios were the work of authentic adult literacy learners, and that the work in the portfolios reliably reflected the capabilities of the learners under independent observation. Because of budgetary and management constraints this process was only introduced in 2011, and has provided intensive experience and interest. The resulting site visit programme, reported on more fully below, adds considerably to the rigour and credibility of the campaign results, and will surely enhance the understanding of education quality management in the national community.

By 2012 it is possible to say that SAQA has introduced an appropriate model of quality assurance to *Kha Ri Gude*, and is not merely moderating and registering results. There are now four supports for this claim:

1. The inspection of curriculum and materials against unit standards

This was done in 2008 but was then only reported on in the form of an official affidavit. Because of *Umalusi*’s need to have an independent expert report on the curriculum, in 2012 the SAQA team commissioned a full study. This has vindicated the original findings and is now available both separately and as part of the appendices to the present report (Appendix 14). As can be seen, learners who successfully complete the course as reflected in the portfolios will have satisfied the outcomes in ABET level 1 unit standards for reading, writing and numeracy with a possibly minor lack in one rather odd outcome of the numeracy standard.

2. The reliability of the marking and moderation of the LAPs

The SAQA-designed and -supervised moderation of marking of a large sample of portfolios, now in its fourth year, shows that the results submitted have a high degree of reliability.

3. The site visit evidence

The findings of over 300 site visits (plus tests) provide much evidence for the positive “reality” of *Kha Ri Gude* and show that for the most part the knowledge and skills reflected in the portfolios are those of the learners themselves. The processes and evidence of the visits raise interesting questions of interpretation and practice which are explored more fully below.

4. Enhanced understanding by providers of the standards

Quality assurance is, among other things, concerned with the capacity of providers to understand and report on the standards which they serve. The moderation and verification event of 2012 was designed to increase awareness and training. The 200 or so moderators (mainly coordinators in their standard role) participated with great interest in a number of presentations on standards and procedures. They carried through the moderation of marking. Some also participated in a deeper examination of selected portfolios against the critical outcomes of the related unit standards. And, for the first time, they analysed the records of the site visits against the matching portfolios. They thus take back to the 2012 implementation a more critical and disciplined understanding of the requirements that they must oversee.

If *Kha Ri Gude* benefits from this process in terms of quality, credibility and official certification, SAQA also benefits. From its beginning, the NQF was driven by a vision that included the idea of redress through quality provision. However, this vision has in some ways been muted by the pressure and influence of “higher” interests. Demographic main streams, the drive for technical skills and the power and appeal of universities have made it difficult for the NQF to serve those on the educational margins. From the start it was touch and go whether the ABET levels would feature on the NQF, and they only reached it as sub-levels. ABET and Adult Education and Training (AET) are now included in “further education and training” and fall under the responsibility of the Department of Higher Education and Training. This allows for greater recognition. By serving this sector, then, SAQA and the NQF are allowed to grow in their special South African identity.

Provisos and recommendations

Inevitably in so large a programme operating in contexts of poverty and need, allowance must be made for operational imperfections and uncertainties of decision. For example, in spite of the impressive programming of the logistics, records and identities have become confused in the relay through to the NLRD. Experience from the site visits shows why this is possible. Many learners don't know or can't remember their identity numbers, let alone the system's rational numbering based on double digits for province, regional coordinator, supervisor, voluntary educator. Managing and collating data that may come from Lusikisiki, or Khayalitsha, or Leeu Gamka is miraculous if it works at all.

Perhaps the major conundrum for quality assurance in this context relates to the question of authenticity. *Kha Ri Gude* operates in a context in which values and concerns are shaped both by communal (*Ubuntu*) mutuality and an adult education that emphasizes caring and a non-competitive stance. Cases where records of learners' work has clearly been assisted by a helping hand cannot readily be dismissed as irregular or even fraudulent in this context, and yet are not exactly acceptable in the formal registration of credits. The obvious solution might be to introduce a simple national external examination in the place of, or in addition to, portfolios. But this solution poses considerable problems in reality. It decidedly works against the ethos of the campaign, and would introduce its own problems of intrusive additional cost

and management – without by any means eliminating irregularities (as is seen in conventional examinations systems such as the National Senior Certificate).

As will be seen in the appendices, the site visits threw up a proportion of cases – as many as 10% of the small sample – where the authorship of the portfolio may be questionable. The three SAQA specialists have debated the implications of this observation at length. They have decided to recommend that this finding go towards further quality assurance development, and that it should not affect the recording of the results that *Kha Ri Gude* will submit to SAQA this year. The awareness of the site visits on the part of the 200 coordinators who analysed them plus action by national management will almost certainly reduce the incidence of possible irregularities in the coming year. If such a reduction is not experienced SAQA might have to introduce sanctions, which could include a refusal to register further results.

The specialists' reasons for this recommendation include the question of ethos touched on above. They also stem from several observations:

- The numbers of site visit records which matched portfolios are useful but offer a limited sample which can be treated as indicative rather than significant.
- Even if the 10% (of possible irregularities) were to be generalisable to the total, the *Kha Ri Gude* results are far more rigorously controlled than many other national processes of certification, very decidedly than the school reports which are awarded at the end of Grade 3 or 4 (the roughly equivalent level of ABET 1).
- The stakes of a few unit standard credits at ABET level 1 are very low. Most of the candidates are older women who are proud to show their children and grandchildren that they can learn and obtain a certificate – and thereby to set an example. The touchstones for absolute accuracy – the qualifications of pilots or surgeons – are neither appropriate nor perfect models.
- The 10% of possibly problematic cases observed in this initial and limited sample was low compared with some estimates from sceptical observers of literacy campaigns which predicted that the portfolios would turn out to misrepresent in a large number of cases.

This approach is not lightly recommended, and must be acted on developmentally. The integrity of the NLRD and the meaningfulness of the recording of credits is of major concern not only to system officials; a number of *Kha Ri Gude* learners encountered in the site visits made it clear that the validity of their certificates was important to them. The DBE must in the coming year signal very clearly to its implementation hierarchy that all portfolios must reflect the registered learners' own capabilities. Ample assistance from others is legitimate in the workbooks. Where the humanity of educators or family contribute to portfolios this should be reflected in the marks and comments of the hierarchy.

The recommendation is accompanied by the corollary that the experience of the first site visits must lead to refined process which will provide a larger sample of matched records.

An overview of the moderation statistics also suggests that the variability of marking could be reduced by additional distance training of supervisors and voluntary educators. We strongly recommend that the training resource should include exemplars to guide judgement in all tasks where the marking is open to variation.

More formal details about *Kha Ri Gude* course, portfolios and marking thereof will be found in the next section of this report. The statistical and critical analysis of the programme will be found in the extensive appendices.

The *Kha Ri Gude* course, its assessment and its marking

Assessment within *Kha Ri Gude*

The learners are required to complete a Learner Assessment Portfolio (LAP) designed to provide continuous internal assessment of their course work. The portfolios contain twenty prescribed activities in literacy and numeracy, each with detailed specifications and gradings for their marking. The portfolios were marked by the volunteer educators who run the actual classes. This marking was then signed off by the supervisors (of groups of about ten educators) and then by the coordinator (of groups of about 18 supervisors). Each LAP contains pages which record biographical information about the learner, a record and totalling of the marks for all activities, and the signatures of all the educator, supervisor and coordinator. (See Appendix 1 for fuller details on the roles of the personnel involved.) All the LAPs are collected and returned to the campaign's administrative office at SAB&T where the marks are captured and stored on a database.

Kha Ri Gude had an 80% LAP return rate in 2008, 89% in 2009, and 93% in 2010 and 2011. The SAQA verification of the 2011 returns involved the drawing and moderating of a 4.1% sample (52,436 LAPs) representative of all languages, provinces, and supervisors.

Level of *Kha Ri Gude* courses and portfolios

Scrutiny of the curriculum and course materials in 2008 and 2011 showed that they were of a high quality and led to satisfaction that successful completion of the portfolios would cover the demands of ABET Level 1 in literacy and numeracy on the NQF, and in some cases exceeded those demands. At the same time the achievement of various subsets of portfolio activities would lead to partial achievements. The materials and assessment portfolios used for the 2009 cohort remain essential the same or similar (with minor refinements and enhancements). (See Appendix 14.)

Integrity of marking of the portfolios

The moderation exercise undertaken annually provides what we consider to be a solid basis for accepting the results as a whole. (See details of the design for the 2011 verification exercise in Appendix 2.)

We note the following:

- The annual moderation process in which some 200 coordinators with expert guidance follow stringent procedures to ascertain the extent to which the marking of the Learning Achievement Portfolios of evidence establishes that the management and scoring of the LAPs has a high degree of reliability. (See Appendix 1 and 2.)
- The sample of portfolios more than satisfied the requirement for reliability, with a very satisfactory representation of the distribution of languages and provinces. (See Appendix 3.)

A sample of work from every supervisor was moderated.

- The moderators (many of whom had already participated in the 2010 exercise) were successfully trained in the revised moderation procedures with highly specific criteria and guidelines. (See Appendix 4.)

The first moderation judgement required rating the appropriateness of the marking on a four-category nominal scale in relation to the whole portfolio and three activities regarded as being at ABET level 1 when successfully achieved. (See Appendix 4, pp. 4-5, 9-10, 14-15.)

The second moderation judgement required deciding on the accuracy of the level of the marks given to learners. (See Appendix 4, pp. 5, 9-10, 14-15.)

The third judgement related to the marking of the Site Visit Record Sheets where they had to mark the site-based assessment and decide on the authenticity of the LAP as compared to the site visit evidence. (See Appendix 4, pp. 5, 13, 16-17.)

All present were impressed by the application and professionalism of the moderators and verifiers during the two day workshop, while the workshop was experienced as positive and developmental. SAQA issued moderators and verifiers with a service recognition award (See Appendixes 5 and 6.)

- An array of statistics show that the marking was credible to a high degree, and that the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (91%) was judged excellent or acceptable. (See Appendix 7.)

Moderator recommendations that particular marks be raised or lowered were few (9% of the total), and partly balanced each other out (moderators wanted 6% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment. (See Appendix 8.)

A comparison of the 2008, 2009, 2010 and 2011 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency.

- An important question when assessing the standard of learning is to what extent the assessment tools work. The activity questions chosen by SAQA for specific moderation included a reading and comprehension exercise (Activity 7), the writing of a paragraph (Activity 9), some word sums and a shape and fraction drawing exercise (Activity 16). These latter two Activities were considered to be relatively complex and difficult exercises also requiring some exercise of judgement by the markers.

The possible influence of question difficulty on the learners' demonstration of competence was considered by the moderators as well as the fact that the marking of these questions required more complex judgements by the markers (and moderators).

- The percentage of portfolios with marking that is less than excellent or adequate is small (11%) and falls within the bounds of acceptability at this stage of quality assurance development, though further advances in quality assurance must reduce this in the future. (See Appendix 7.) There is a minor presence (about 3.05%) of possible indications of incompetent or irregular practice. The improvements in the moderation process have made it possible to detect these cases with some confidence.

Moderator comments (on problematic marking) were analysed and show that the moderators had done their job in identifying seriously problematic marking. (See Appendix 9.)

- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 10.)

The site visits undertaken in 2011 as a new step towards external quality assurance of Kha Ri Gude

The site visits undertaken in November 2011 complete the cycle of verification activities in the programme to establish a process that could be considered quality assurance (as opposed to moderation only) appropriate to an external quality council role.

The site visits to representative targeted sample of 300 class sites in all provinces yielded 1,558 records that could be matched to submitted LAPS (See Appendix 12). There was a substantial degree of fit between achievement on the LAPs and the independently assessed performance of actual learners at actual sites on near identical tasks. In other words there is a satisfactory, though not perfect, degree of authenticity of the evidence for awarding credits from the rigorously analysed site data (see Appendix 11).

Each site visit yielded a report from the visitors which strongly supports the value of *Kha Ri Gude* and the genuineness of the activities of learners and voluntary educators (See Appendix 12). In broad terms, the learning sites and those involved in them were impressively "real": Learners around the country volunteered appreciation and asked for longer courses, and, above all, for follow up into further education. Voluntary educators appeared to be genuinely committed and well apprised of their responsibilities in terms of the honest assessment of learners' performance and stated that learners themselves were sometimes critical if they thought that less competent co-learners were receiving certificates. Although the latter point

is impressionistic rather than rigorous, the site visits resulted in overwhelmingly positive reports concerning the impressive reality of the campaign (which is particularly notable as most visitors set out on the task either knowing little or nothing about the campaign or with some scepticism about the project).

The site visits, like the rest of SAQA's work on *Kha Ri Gude*, constitute quality assurance rather than "mere" technical verification. In other words, they are seen as capacity development exercises in which those involved in running the campaign become aware of the demands and constraints of properly quality-assured learning outcomes. In this respect, the annual verification workshops immediately raised awareness and improved practices (See Appendix 5). There is reason for confidence that the reality of the site visits and the analysis of the site visit records by the coordinators will increase accuracy, discipline and the quality of delivery in the coming year(s).

The site visits – necessarily innovative in many respects – have provided intensive new learning for the SAQA team of senior verifiers and for the senior visitors engaged to manage the visits around the country. This learning will lead to smoother implementation and clearer, more decisive results in 2013. In addition, reflections on the site visit data pose afresh the difficulty of professional decisions which seek both to assess formal credits for learning achievement and to nurture improved practices in a decidedly developmental terrain. This is an area in which, for example, judgements about authenticity are not simple, and where rigour of measurement may defeat or fail to identify real learning achievements. The honing of judgement and making sense of data in this context is an important development within SAQA's mission.

Appendices

Appendix 1

The initial relevant competencies of the personnel involved

The *Kha Ri Gude* campaign relies totally on the commitment of three layers of voluntary educators (all of whom receive a modest stipend provided they adhere to certain reporting requirements) and one layer of monitoring volunteers (who also receive a stipend):

educators (also called voluntary educators, teachers, facilitators, etc.) who are required to teach a class of 18 adult learners. Whilst there are educators of all ages and educational backgrounds the majority tend to be relatively young, with a National Senior Certificate qualification. A majority are unemployed. There is a subset of the educators who have a Certificate in Adult Basic Education and Training from the University of South Africa's then Institute for Adult Basic Education and Training. However, except insofar as many have already participated in the 2008 to 2010 implementations of the *Kha Ri Gude* literacy campaign, few have much teaching experience.

supervisors (who look after a group of about ten educators and are mandated to support them, cascade training they have received down to them, and check that they have performed the administrative requirements (included marking)). Most supervisors have some tertiary qualification, the aforementioned ABET Certificate or a Diploma or a formal teaching qualification. Most, however, have limited or any experience of moderating other educators' marking or performance, again except insofar as they have had limited exposure to this if they served in the campaign in 2008 to 2010.

coordinators (who oversee a group of about 18 supervisors and are crucial in mediating and cascading down to the supervisors campaign directive's and training). Most coordinators are university graduates or post graduates, have extensive teaching experience (many are or have been teachers or even school principals) and most have had experience of other literacy or ABET initiatives (such as the UNISA ABET Institute run component of the South African National Literacy Initiative (SANLI)). The competence and commitment of this group was amply demonstrated to SAQA during the verification workshops in January 2009 and in March 2010 and 2011. A very small minority of coordinators were newly appointed in 2011, most had served in 2008 to 2010.

monitors (who monitor the implementation of the programme in a cluster of four coordinators). Monitors have the same qualifications as coordinators and are drawn from the most senior and experienced of the coordinators.

Appendix 2

The design and implementation of the verification process

The verification process was built around the learner assessment portfolios of evidence designed by *Kha Ri Gude*.

It was decided that certain sections of the portfolios would be more carefully examined (Activities 7, 9 and 16) and what additional information would be collected from the learners and recorded in these Learner Assessment Portfolios (LAPs).

In addition the verification activities would be enhanced by a comparison of the results from a number of site visits conducted by SAQA in late 2011 with those in the LAPs submitted by those learners.

A design for the workshop was developed during January and February 2012 and discussed with *Kha Ri Gude* officials. As in the previous workshops, the design included production of a *Guide for moderators and verifiers*, which was used both as a training manual and reference text during the workshop.

Three roles were played by the participants of the workshop:

1. **moderators** who would evaluate the quality of the marking of the LAPs and do the site visit results and LAPs comparison (and who would be drawn from *Kha Ri Gude*'s coordinators)
2. **verifiers** who would advise the moderators and in turn moderate their work and verify its accuracy (and who were well qualified senior personnel drawn from the most experienced coordinators), and
3. the three SAQA **senior verifiers** who supervised the workshop. They were responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular. They were especially responsible for overseeing the smooth operation of the whole exercise, and for trouble-shooting and strategic adjustments where necessary.

For the first day (Friday 30 March) a general input was given on *the spirit driving the quest for quality assurance* in the campaign by the SAQA senior verifiers followed by a presentation by Melissa King on *the alignment of Kha Ri Gude and the National Qualifications Framework ABET unit standards*.

Then the moderators examined full packs of LAPs. After an introduction to the purposes of the verification process, the moderators and the team of more senior verifiers (one for each language group and more in the case of the larger languages) were asked to sign a statement committing themselves to the highest level of professionalism in the conduct of the exercise. Most notably:

- **no** changes, adjustments or corrections would be made to the individual portfolios, and
- each moderator or verifier would recuse her or himself from moderating or verifying any portfolio or set of portfolios of which they have prior knowledge or responsibility or in which they had an interest.

Participants were taken through the *Guide for moderators and verifiers* and data capture forms and issued with sets of portfolios to moderate.

Moderators were seated together in the relevant language groups.

For those moderators who were new to the verification workshop, a longer special separate training session was organised.

A decision had been made that, for the first moderation session, groups of three moderators each would collectively moderate a portfolios from one class in some detail. This would facilitate the training and warm-up purpose of this session as they could discuss their judgement on the marking and build up a sense of the standards and criteria to apply. The verifiers also went through the same process.

As *Kha Ri Gude* also provides tuition to deaf and blind disabled learners there was a group each of deaf and blind moderators. The hearing disabled learners (who are taught via South African Sign Language) had used the same LAPs as the sighted, whereas the blind learners used specially prepared Braille instruments that were based on the LAP instrument. The blind moderators, who read the Braille scripts, were assisted by a team of sighted assistants, who wrote down the reports dictated by the moderators.

Although this moderation process requires a major conceptual shift from regular assessment moderation (because it is mainly checking the quality of the marking by the marker, not the learning by the learner), as in previous years this training warm-up went well and from then on each moderators handled full class sets of LAPs, though still being able to consult with the other members of the group (generally there were 7 people at a table). The verifiers now assumed their main role of assisting with queries, making judgement on hard cases, checking on progress and themselves moderating a 10% sample of the moderated portfolios, signing off all the data sheets, and preparing the moderated portfolios for their return to stock.

In the afternoon the verifiers were given training in the use of the site visit documents.

On Saturday 31 March a report was given by two of the SAQA appointed site visit coordinators on the site visit activity during November 2011, on their purpose and the outputs from the them .

Then the moderators were taken through the process of marking the site visit record sheet an entering certain data from the corresponding LAPs.

Thereafter work on the previous moderation process for the LAPs continued, though on Sunday 1st April, given the already large sample already looked at, instructions were given that, in the case of the remaining LAPs from the larger languages, a smaller sample (initially, 9 or half the number in each pack) could be looked at from each pack to ensure that some LAPs from every supervisor would feature in the sample.

At the end of the workshop, SAQA awarded a Certificate of Participation and Training in the moderation of the national *Kha Ri Gude* programme and these were presented to participants on the Sunday evening.

As many of the *Kha Ri Gude* personnel have done this activity four times there have been many requests for a a “real” assessment and moderation qualification to be issued.

Appendix 3

The sampling process

Drawing the sample

The key task of determining a suitable sample of LAPs to moderate was influenced by the verification workshop taking place at the end of March 2012 by which time all of the LAPs had been collected in and their marks captured.

The senior verifiers determined that the sample to be drawn would include one class pack (of 18 LAPs) from every group of ten classes (overseen by a supervisor). This meant that the sample was approximately 10% of the whole. In practice, each fifth pack was drawn from the ten packs of LAPs from each supervisor.

The second determination was that, where a pack of LAPs included LAPs in different languages (often the case with LAPs from Gauteng province), it would be temporarily disaggregated so that it could be referred to appropriate language group of moderators.

The SAQA team visited the warehouse where all the 612,450 submitted LAPs (the number excluding those from the hearing disabled and the Braille scripts), after data capturing, been stored and gave the instruction that SAB&T were to draw a “fifth pack from each supervisor” sample. The senior verifiers are satisfied that the selection of each fifth pack had no influence on the nature of the sample. In addition, the additional 825 scripts of the hearing disabled and the Braille scripts were drawn.



The size of the sample

Calculations were done to determine an appropriate sample size for the verification results to be robust and with an acceptable margin of error. This was done using a popular sample size formula.¹ The sample size required to achieve a small margin of error of 1% and a high confidence level of 99% was 16,150.

Packs containing an estimated nearly 58,000 LAPs were drawn from storage and of these some 24,608 were moderated with at least some LAPs drawn from every pack. This sample size (9.26%) was more than adequate and far larger than normally required in social sciences research. In addition 527 LAPs from hearing disabled people (of whom there were 980 registered) were moderated as well as nearly all of the Braille scripts.

The next key issue was whether the sample was representative of the provinces and languages of the learners. The tables on the next page show the relationship between the whole population of registered learners who submitted LAPs and the sampled learners.

As can be seen from these tables, the sample did manage to contain a sufficient spread of portfolios drawn from each province and language group and from language groups within provinces.

The site visit and LAP comparison sample

During the site visits in November 2011 learners present were asked to complete a brief assessment instrument. These *Site Visit Record* sheets were matched with LAPs submitted by the same learners. Not all could be matched but a final tally of 1558 learners' site visit tests were matched to their completed LAPs. Moderators were instructed to mark the site visit records and enter the marks for the equivalent activities in the LAPs as well as to make a judgement on the authenticity of the match.

The Braille LAPs

Some 952 blind or sight disabled people were registered in the 2011 cohort. However the majority of these had sufficient vision to use the print materials and the minority used the Braille texts, most of which were moderated.

¹ The calculator used was that of Raosoft (www.raosoft.com/samplesize.html).

Province	Number of learners		
	Registered	Submitted LAPs	Sample
Eastern Cape	23.7%	25.5%	27.4%
KwaZulu-Natal	22.9%	22.1%	21.0%
Limpopo	16.4%	17.2%	14.4%
Gauteng	12.6%	11.6%	11.6%
Mpumalanga	8.6%	8.0%	10.4%
Free State	8.1%	7.4%	8.5%
North West	4.6%	5.3%	3.0%
Western Cape	2%	2.0%	1.6%
Northern Cape	2.0%	0.8%	0.4%

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiXhosa	24.2%	35.8%	28.1%
isiZulu	27.1%	18.7%	23.2%
sePedi	12.5%	14.3%	11.5%
seSotho	8.4%	8.6%	10.9%
seTswana	8.2%	7.5%	5.6%
xiTsonga	4.1%	5.2%	3.9%
siSwati	3.0%	3.7%	2.1%
tshiVenda	2.9%	3.5%	2.3%
isiNdebele	1.5%	1.6%	6.0%
English	1.3%	0.4%	1.3%
Afrikaans	0.6%	0.7%	0.3%

Language by province										
Language [sample size]	Province (as % of language)									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Registered/ Sample
isiXhosa	88	1	<1	3	<1	<1	2	7	<1	Registered
6 928	94	<1	2	<1	<1		<1	3	<1	Sample
isiZulu	2	79	<1	12	6	<1	1	<1	<1	Registered
5 728	<1	86	<1	9	4		<1	<1	<1	Sample
sePedi	<1	<1	72	18	9	1	<1	<1	<1	Registered
2 845			66	26	6	2	<1			Sample
seSotho	3	<1	4	21	2	2	68	<1	<1	Registered
2 690	2		4	24		1	68			Sample
isiNdebele	1	<1	6	13	79	1	<1	<1	<1	Registered
1 483	1		8	1	89					Sample
seTswana	<1	<1	2	30	1	47	8	<1	12	Registered
1 380		1	3	39	1	5	4		5	Sample
xiTsonga	<1	<1	64	14	20	1	<1	<1	<1	Registered
956			62	16	22					Sample
tshiVenda	<1	<1	94	5	<1	<1	<1	<1	<1	Registered
574			97	<1				2		Sample
siSwati	<1	3	<1	2	94	<1	<1	<1	<1	Registered
524					100					Sample
English	13	11	12	28	4	4	19	7	2	Registered
323	7	6		39	12	6	23	7		Sample
Afrikaans	22	3	5	7	3	3	24	19	14	Registered
84		<1		40				58		Sample

Appendix 4

The training guide



South African Qualifications Authority

Guide for moderators and verifiers

Ascertaining the integrity of the marking of
Kha Ri Gude literacy campaign learner
assessment portfolios

29 March to 1 April 2012



South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

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South Africa, 2012

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The purpose and benefits of this verification

This verification exercise aims to ascertain the integrity of the marking of the Kha Ri Gude Learner Assessment Portfolios (LAPs).

This purpose will be achieved by:

- checking the authenticity of the marking of the LAPs, that is, that they have been marked and that the marking is generally reliable and valid.
- making a judgement on the quality of the marking so that a finding can be made on fairness and credibility of the assessments of learner achievement.

The benefits of the verification are that it will:

- Enable the public to have confidence that an external body has verified the results by examining a sample of portfolios in all languages and from all provinces.
- Give credit to the effort of all the participants in the Kha Ri Gude adult literacy campaign.
- Form an important part of the implementation of a full quality assurance system for the Kha Ri Gude campaign.
- Enhance the capacity of participants to be quality assurers within Kha Ri Gude.
- Make recommendations that can be incorporated into the future planning of Kha Ri Gude

The three groups involved in this verification

There are three groups of people participating in this verification::

- senior verifiers
- verifiers, and
- moderators.

The duties of the three groups are explained in this *Guide*.

What do the participants commit themselves to?

This verification is being carried out by the South African Qualifications Authority (SAQA) which has appointed three senior verifiers to oversee the process.

Each person, by participating in the exercise, commits her or himself to the highest level of professionalism and confidentiality in their conduct. Each moderator and verifier is accountable to SAQA for the duration of this exercise.

All moderators and verifiers are required to:

- Be unbiased and free of prejudice when moderating and verifying the LAPs.
- Complete all moderating and verifying according to these guidelines.
- Refrain from discussing and comparing learners' work and commenting on the work of classes and coordination districts.
- Recuse themselves from moderating or verifying any LAP or set of LAPs of which they have prior knowledge or responsibility or in which they have an interest.
- Refrain from altering the LAPs in any way.
- Abide by the arrangements made for the proper conduct of the verification sessions by adhering to instructions of and the times set by the senior verifiers

All moderators and verifiers are required to sign a commitment statement.

A Commitment Statement based on this page will be signed by each participant and handed in.

What do the senior verifiers do?

Three senior verifiers have been appointed by SAQA to be responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular.

They are especially responsible for overseeing the smooth operation of the whole exercise, and for trouble-shooting and strategic adjustments where necessary.

It is their responsibility to ensure that the required number of LAPs in the particular languages are processed and that a fair proportion come from each province.

They will ensure that a suitable number of LAPs are compared with assessment results obtained from SAQA site visits to a sample of Kha Ri Gude classes.

What do the verifiers have to do?

The verifiers will oversee and advise a group of from ten to twenty moderators who will be working with the LAPs in the particular mother-tongue language.

They will answer queries, mediate in uncertain judgements and assist moderators who are struggling to find their level.

They will observe how the moderators are working and encourage them.

Later they will seek to check approximately 10% of the moderated LAPs.

They will in turn refer queries and problems to the Senior Verifiers – where they feel the need of a second opinion.

They will sign each completed data sheet and pass this on to the data capturers.

They will keep a tally of the number of portfolios they have processed and the provincial and language breakdown.

Where there is a large number of verifiers for a particular language a head verifier may be appointed for that group of verifiers.

What do the moderators have to do?

The moderators will do the actual checking of the marking of these LAPs. Their main task is to judge whether the marking has been done accurately.

The moderators will be issued with LAPs in a language in which they are competent. Their general task is to check all the required number of LAPs from all provinces (and not only from the province the moderators may come from).

A moderator must not moderate any LAPs coming from learners in the classes for which she or he is a coordinator or for which there is any possible conflict of interests.

The judgements the moderators have to make

The moderators have to make **three** types of **judgements**. The first judgment is really about the marker, the second is about the learner and the third is a comparison of two assessments. These judgements have to be indicated by you on the data forms.

Judgement One: Has the *marker* done the marking well?

The first judgement is on whether the educator who did the marking has done it well.

The moderator rates the **marking** as follows:

E = Excellent well judged accurate assessment.

A = Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not large nor serious enough to question the credibility of the overall result of the marking.

I = Inaccurate and/or inconsistent marking.

P = Problematic. Extremely questionable judgement by the marker that indicates either very poor marking or the marker has ignored problems or the possible indications of dishonest practice. (Note that if you give the marker such a negative rating it may need to be drawn to the attention of a verifier by a comment, for example in a case where the moderator may have suspicion of possible cheating or other dishonest practice.)

Please note well: this is a rating scale for the quality of the marking done **by the educator**. It is *not* a rating of how well the learner has done. Understand that one is rating the marker, *not* the learner.

If the educator gives the learner a mark that reflects “correctness”, but you see many errors in the learners’s work, there is a problem and you should may give the marking a **low** rating (I or P). Remember – you are rating the marker (low) not the learner (which would also be low).

If the educator gives marks that reflects “learner mistakes” but you see correct learner answers, this is a problem and you should give the assessment a low rating (I or P). Remember you are rating the marker (low) not the learner (in this example high).

Sometimes it is not so easy to judge. If the educator has given a high mark because the student’s response is “meaningful” or well written, but you think the response is inappropriate to the task (because it does not really answer the actual question), you have to ask yourself whether this is a genuinely unsuitable answer, or that you simply disagree with the learner’s view. If in doubt, you should ask a verifier for advice in rating the assessment.

Judgement Two: Are the marks given to the learner fair and accurate?

The second judgement (which naturally follows from the first one) is whether the moderator think the marks given the learner should be left the **same**, or raised **up** or lowered **down**.

If the moderator believes that the actual mark given to the learner is too low or too high this must be shown using the following rating scale:

If you believe the mark given is accurate and fair – an **S** (the mark stays the **same**).

If the mark should be put up – a **U** (the mark should be put **up** higher)

If the mark should be brought down – a **D** (the mark should be brought **down** lower).

Judgement Three: How do learner marks in the LAP compare with the marks given by you to a site-based assessment?

This judgement is based on your comparison of the LAP completed by the learner with a site-based assessment (which you will mark).

The forms the moderators use

There are five forms the moderators will use:

Guidelines for verifying the marking of the LAPs

Data sheet 1

Data sheet 2

Data sheet 3

Data sheet 4

Guidelines for verifying the marking of the LAPs

This is a two page general checklist (printed on green paper) used in the initial training round. This checklist is used only for the first three LAPs looked at. It is not handed in but, when these first three LAPs are looked at, a *Data sheet 1* should also be started, which will be handed in.

The questions in the checklist are designed to remind moderators of the things they have to look for when they are going through each LAP during the verification. Most Kha Ri Gude Coordinators will already be familiar with the questions in this checklist as they have used them in group moderation with their supervisors.

Data sheet 1

The *Learner Assessment Portfolio verification: data sheet 1 – class set* is the form (printed on white paper) used for moderating a full set of LAPs from one class.

Data sheet 2

The *Learner Assessment Portfolio verification: data sheet 2 – sample from class set* is the form (on blue paper) for moderating a sample of LAPs from one class. When these forms are issued, the Senior Verifiers will indicate how many LAPs from each class set pack are to be moderated. When using this form the moderator needs to record how many LAPs there were in the whole class set.

Data sheet 3

The *Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set* is the form (on pink paper) that is a simplified version of the *Guidelines for verifying the marking of the LAPs*. It is used to provide a detailed analysis of one LAP from a class set. It is handed in.

Data sheet 4

The *Site Visit Correlation: data sheet 4* (on yellow paper) is used to enter data from *Site Visit Record* sheets and your marks for the learner's site visit assessment, some corresponding marks from the learner's LAP and your judgement on the authenticity of the LAP as compared to the site visit assessment.

Guidelines for moderating the marking of the LAPs

Question	✓	Comment
Administration		
Did the educator fill in the learner's unique number on the front cover?		
Did the educator fill in the learner's personal details correctly on page I?		
Did the educator transfer all the marks correctly to the mark sheet on page ii?		
Did the educator, supervisor and coordinator all sign the LAP on page ii?		
Has the date been written for each completed activity? (See pages 2, 3, 5, 7, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 34)		
For each activity did the educator add up the "ticks" correctly? (See pages 3, 4-5, 7, 8-9, 11, 13, 15, 16, 18, 19, 20-21, 22-23, 24-25, 26-27, 29, 30-31, 32-33, 34)		
Were only some ticks added up?		
Were the ticks from both pages of a double page activity added up?		
Validity		
Has the educator used the Mark Criteria correctly? (See pages 2, 3, 5, 7, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 34)		
Does the educator's assessment accurately match the criteria set out in the LAP.		
Do you think the mark should be changed upwards or downwards?		
Has the marker been too lenient or too harsh?		
Does the marking seem to have been done in a careless way?		
Appropriateness of learner corrections		
Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?		
If changes/corrections were made, do these look as if they were genuinely the learner's work?		
Do any corrections appear to reflect genuine growth of competence in the learner?		

Kha ri gude: Learner Assessment Portfolio verification: data sheet 1 – class set

Moderator name: _____

Identity number:

Unique number:

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

Language of portfolios:

01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	09 Tswana	10 Venda	11 Tsonga
--------------	------------	------------	----------	----------	---------	----------	---------	-----------	----------	-----------

Educator name: _____

Identity number:

	Whole portfolio			Q 7			Q 9			Q 16			Comments	
	E	A	P	S	U	D	E	A	I	P	S	U		D
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

Verifier name: _____

Signature: _____

Date: _____ 2011/2

Kha ri gude: Learner Assessment Portfolio verification: data sheet 2– sample from class set

Moderator name: _____ Identity number: _____ Unique number: _____

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

Language of portfolios:

01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	10 Venda	11 Tsonga
--------------	------------	------------	----------	----------	---------	----------	---------	----------	-----------

Educator name: _____ Identity number: _____

	Whole portfolio			Q 7			Q 9			Q 16			Comments	
	#	A	P	S	U	D	E	A	I	P	S	U		D
1														
2														
3														
4														
5														
6														
7														
8														
9														

Number of LAPs in pack: _____

Verifier name: _____ Signature: _____ Date: _____ 2012

Kha Ri Gude: Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set

Moderator name: _____ Identity number: Unique number:

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

Language of portfolios:

01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	09 Tswana	10 Venda	11 Tsonga
--------------	------------	------------	----------	----------	---------	----------	---------	-----------	----------	-----------

Educator name: _____ Identity number:

Number of LAPs in pack:

Question	✓	Comment
Administration		
Did the educator fill in the learner's unique number on the front cover?		
Did the educator fill in the learner's personal details correctly on page i?		
Did the educator mark all the work done?		
Did the educator transfer all the marks correctly to the mark sheet on page ii?		
Did the educator, supervisor and coordinator all sign the LAP on page ii?		
Has the date been written for each completed activity?		
For each activity did the educator add up all the "ticks" correctly?		
Validity		
Has the educator used the Mark Criteria correctly?		
Do you think the mark should be changed upwards or downwards or stay the same? [U D S]		
Has the marker been too lenient or too harsh?		
Does the marking seem to have been done in a careless way?		

Appropriateness of learner corrections

Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?

If changes/corrections were made, do these look as if they were genuinely the learner's work?

Do any corrections appear to reflect genuine growth of competence in the learner?

Growth and consistency

Does the LAP show that the learner has continuously improved?

Is any inconsistency of performance or fluctuations of standard within portfolio not explainable by development through the programme?

Do some of the answers seem not to be those of the learner?

Is the handwriting genuinely the learner's handwriting throughout the LAP?

Does it seem that learner or a group of learners copied the answers off the board?

Reliability

When working through the LAP has the educator made the same sort of judgement for the same kind of work?

General comment

Kha Ri Gude: Site Visit Correlation: data sheet 4

Moderator name: _____ Identity number: _____ Unique number: _____

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

Language of portfolios:

01 Afrikaans	02 English	03 isiNdebele	04 siSwati	05 isiXhosa	06 isiZulu	07 seSotho	08 sePedi	09 seTswana	10 tshiVenda	11 xiTsonga
--------------	------------	---------------	------------	-------------	------------	------------	-----------	-------------	--------------	-------------

Educator name: _____ Educator ID: _____

#	Learner Unique Number										Site visit record							LAP		Compare	
	Sch	Rpl	Fif	Wor	Tod	Num	Add	Lee	Total	A2	A4	A5B	A7	A13	A14	Han	Ove				
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					

Verifier name: _____ Signature: _____ Date: _____ 2012

The moderation process using the first four data forms

The moderation of each batch of LAPs from a single class set involves completing the following tasks:

1. Fill in your name, identity number and unique (coordinator) number on the data capture form (Data sheet 1 – the white form for class sets).
2. Mark with a cross the province from which the LAPs come.
3. Mark with a cross the language of the LAPs (and if there are more than one language, enter the number of them in each language in the block provided).
4. Write in the name and identity number of the voluntary educator who marked the LAPs (from LAP page ii).
5. Rapidly review the marking of the portfolio as a whole, checking that:
 - Activities have been completed have been marked
 - There are no obvious problems.
6. Rate the quality of the marking of the whole portfolio by placing a ✓ in one of the first four columns: the marking was Excellent (E column) or Acceptable (A column) or Inaccurate (I column) or Problematic (P column).
7. Then rate the fairness of the mark by placing a ✓ in the appropriate column: the mark stays the same (S column) or should go up (U column) or should do down lower (D column).
8. Then closely review the educator's marking of activities 7, 9, and 16 and give your ratings of the marking and the learner's mark in the appropriate columns of the data capture form. Here you will be especially concerned with the validity of the mark.
9. *Only if necessary*, write a short comment concerning problems the LAP in question.
10. If the problems seem particularly serious note down the ID number of the Learner concerned in the comment space as well.
11. *Only if necessary*, draw the attention of the verifier of your group to problems and queries in a particular LAP.
12. Go on to the next portfolio.

If the senior verifiers or verifiers at any stage ask you to moderate a smaller number (from 9 down to 1) of LAPs drawn from each class pack, you need to change to the **blue** form (*Data sheet 2*).

If the senior verifiers or verifiers at any stage ask you to analyse a LAP in more detail from a pack, you need to change to the **pink** form (*Data sheet 3*).

Note the following:

If the whole LAP has not been done by the learner leave the data sheet row blank. Such LAPs should **not** be recorded as not having been marked – they have not been done by the learner. If one or more of the Activity Questions has not been done, leave that part of the data sheet row blank.

Moderation using the *Site Visit Correlation: data sheet 4*

The purpose of this verification activity is to **compare** the way the Learner Assessment Portfolios (LAPs) were completed with the results of a brief set of assessment exercises the learners did during a site visit to the class by SAQA personnel in late 2010.

The process

Each moderator will have a pack of *LAP* s from the class visited and a set of *Site Visit Record* sheets completed by learners in that particular class (though not necessarily from all the learners in the class).

- A. Take the yellow *Site Visit Correlation: data sheet 4* and fill in your Name, ID, Unique Kha Ri Gude number, the Province, Language, Educator name and the Educator ID for the set of LAPs you have in hand. If there is more than one language in the set, use a separate sheet for each language.
- B. It will be useful at this point to put the pile of *Site Visit Record* sheets and the *LAP*s in the order of the Unique Learner number (01 to 18) because you have to match the *Site Visit Record* for each learner with that learner's *LAP*. Now take the first *Site Visit Record* sheet and the matching *LAP* and complete the steps C, D and E below.
- C. Look at the *Site Visit Record* sheet and complete the steps 1 to 9 below in the section on the *Site Visit Correlation Data Sheet* in the sections 'Learner identity number' and 'Site visit record'.
Note: All the handwriting in green is by the SAQA visitor. Do not mark green text in the answers – it is not by the learner.
 1. Fill in the Learner's Unique Number (on front cover of LAP and LAP marksheet).
 2. Enter the learner's answer for number of years of schooling completed (0 to 9) in column *Sch*.
 3. Enter the learner's answer to the question "Could you read before the start of the KRG programme?" (No = 0; A little = 1; Yes = 2) in column *Rpl*.
 4. Mark the learner's performance on the copy of a LAP "Filling in a form" activity out of 8 (using the 8 mark blocks – each block ticked is a mark for a adequate answer by the learner) in column *Fif*
 5. Mark the learner's reading comprehension by filling in the four missing words in the text out of 4 (a mark for each plausible word) in column *Wor*.
 6. Mark the learner's completion of the question about what they did at certain times of the day out of 6 (a mark for each meaningful statement) in column *Tod*.
 7. Mark the learner's filling in the missing numbers out of 9 (a mark for each correct number after 6) in column *Num*.
 8. Mark the learner's completion of the addition sums out of 4 in column *Add*.
 9. Write in the score written down for reading aloud (Not at all = 0; With difficulty = 1; Adequately = 2; Fluently = 3) in column *Lee*.

- D. Next take the matching LAP belonging to that learner and complete the steps 1 to 7 below in the section “LAP”:
1. Copy the Total Combined Mark from the mark sheet page in the centre of the LAP into double column *Total*.
 2. Fill in the learner's mark for Activity 2 “Filling in a form” on page 3 of the LAP (out of 8) in column *A2*.
 3. Fill in the learner's mark for Activity 4 “Reading speed” on page 7 of the portfolio (out of 6) in column *A4*.
 4. Count the ticks for Activity 5 part B “Telling the time” on page 9 of the LAP and fill in this mark (out of 6) in column *A5B*.
 5. Fill in the learner's mark for Activity 7 “Comprehension” on page 13 of the LAP (out of 6) in column *A7*.
 6. Fill in the learner's mark for Activity 13 “Numbers and counting” on page 21 of the LAP (out of 5) in column *A13*.
 7. Count the ticks for the first 4 blocks in Activity 14 “Addition and subtraction” on page 22 of the LAP and fill in this mark (out of 4) in column *A14*.
- F. Now, on the basis of your looking at the learner’s *Site Visit Record* and *LAP* do a comparison in the section “Compare”
1. Fill in **your own** assessment of the match of handwriting in the *Site Visit Record* and the *LAP* (No match = 0, Problematic match = 1; Adequate match = 2; Good match = 3) and fill it in in column *Han*.
 2. Fill in **your own** assessment of the authenticity of the *LAP* compared with the *Site Visit Record* (Clearly different writers = 0; Problematic, difficult to judge = 1; Mixed - most is clearly by the same learner = 2; Fully authentic = 3) and fill it in in column *Ove*.

Outline of the verification process

Training session

In plenary the participants should sit in the area designated for the particular language group. Participants will initially work in groups of three at a table.

Generally moderators will be seated in language clusters of about ten to twenty moderators assisted by a verifier. Larger groups may also have a head verifier.

Outline of purposes of verification (See page 1.) and signing of commitment form (See page 2).

Overview of initial procedures and timing and roles of various staff.

Explanation of the *General Checklist for verifying the marking of the LAPs* and the three data capture forms and rating scales (See pages 4-11.)

Issuing of three class sets of LAPs to each group of three moderators.

The group of three moderators together look at three LAPs (one from each class set) using the *Guidelines for marking of the LAPs*.

The group then fills in the data for these three LAPs on their *Kha ri gude Learner Assessment Portfolio verification: data sheet 1 – class sets* and notes any additional comments.

The group of three appoints a spokesperson to report on general impressions and issues and select exemplary or problematic portfolios. (Additional notes are kept for later plenary discussion).

Plenary reports back and discussion. Questions and answers.

First normal session

After the plenary each person continues moderating the class set until it is completed and they hand it in, together with the data sheet at the appropriate language table.

For and all the later sessions the moderators should sit in the appropriate language group, some of which will be in break away rooms.

Further normal sessions

Further instructions will be given and sets or randomly selected individual portfolios moderated using Data sheets 2 and 3.

Session using the Site Visit Correlation: data sheet 4

At the scheduled time or when announced special pack will be distributed to each moderator. In the pack will be a file with a set of Site Visit Records for a particular class of learners and the pack of the corresponding LAPs for the class.

Instructions will be given on how to fill in the data sheets.

Once the set from a class is completed, another pack can be collected. No moderator will deal with more than two packs.

Appendix 5

The training impact of the verification process

The verification process first used in January 2009 was new in *Kha Ri Gude* and new to the field of adult literacy in South Africa. It entailed a conceptual shift in asking the participants to evaluate the markers rather than assess the learners. What was the training impact of this innovation during the subsequent two year? From numerous comments and observations made by participants it is clear that the first four verification events were a great success and participants acknowledge their training impact on how they, as coordinators, follow up in their campaign work. The moderators demonstrated in 2012 both more experience and a deepening critical awareness.

One of the strengths of the *Kha Ri Gude* system, and one that is enhanced by the national verification workshops, is that both coordinators and supervisors are trained to moderate. The verification workshop experience of the moderators (the coordinators in the campaign) spills into practice and impacts on the that practice. Our assessment is that all the verification workshops have had a positive training impact and enhanced the campaign's work.

Empowerment

As in previous years, the verification participants felt empowered by the experience. Further insights were gained into the marking principles and ratings applicable to the portfolios. The moderators did a sound moderation job and we were impressed by the commitment and momentum shown by all participants (including the administrative staff who handled the distribution and flow of the LAPs to and from the moderators). The moderators were appreciative of *Kha Ri Gude* for having provided this learning event again.

Professionalism

The moderators and verifiers were treated as professionals and expected to adhere to professional standards. Though some had experience of moderating formal school examinations and most had participated in the previous verification workshops, for new coordinators it was their first experience of moderation at this level. The recognition of service certificate issued by SAQA enhanced the sense of professionalism.

Moderation

The national experience of moderation was important, particularly for the coordinators who sign off all assessment portfolios they are responsible for. It will continue to enhance their training of supervisors and, through them, the educators.

Responsibilities of supervisors

Many of the new coordinators gained a deeper appreciation of the role of the *Kha Ri Gude* supervisors as the first line moderators of the portfolios marked by the educators. They need to be well trained to ensure that problems with marking are picked up immediately. As a small number of the educators did not clearly understand what was required of them, in scoring, supervisors would continue to need training to be more effective in their training of the supervisors and educators in assessment.

Peer review and self criticism

The verification process encouraged the idea that *Kha Ri Gude* personnel themselves should review and evaluate their own work in a rigorous yet constructive manner. As in previous years participants remarked that this self-criticism had been invigorating, it enabled them to learn from mistakes and prepare for improvements in practice.

Evaluation that leads to appropriate action

The training given and the learning from the moderation process was again seen as leading to immediate and useful action.

Appendix 6

The Certificate given to the Moderators and Verifiers



Service Recognition Award

presented to

David Ntutuzelo Mathobela Bara

This Award certifies that you successfully received training and participated in the National Verification Workshop, held on 30 March 2012 – 1 April 2012, to ascertain the integrity of the student Learning Assessment Portfolios of the Kha Ri Gude Mass Literacy Campaign.

We congratulate and thank you for your contribution to SAQA and the implementation of the NQF.

1 April 2012

Chief Executive Officer
South African Qualifications Authority

Date
Certificate No. 01/2011

Appendix 7

The results of the marking rating

Summary of quality of marking ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	18.3%	25.9%	19.7%	21.4%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	73.0%	67.0%	70.3%	67.3%
I =	Inaccurate and/or inconsistent judgement.	5.0%	4.9%	6.1%	9.0%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	3.7%	2.2%	4.0%	2.3%

The evidence from the moderators is consistent and clear. The majority (91%) of the marking was good – either acceptable or excellent. The marking of the Activity 7 was rated highest. The inadequate or problematic marking averaged out at 11%. When three individual activities were examined slightly more excellent marking was detected (average 22.3%) compared with the whole LAP marking (18.3%). With the inaccurate or problematic marking the three individual activities average was 9.5% as against the overall assessment of 8.7%.

An analysis was done of the problematic marking (summarised in the tables on page 42). Though there is some variability between the problematic marking recorded for each province and language) this variability is within reasonable bounds.

Comparison with the marking ratings of previous years

Generally the ratio between OK marking (Excellent or Acceptable) and unsatisfactory marking (Inaccurate/Inconsistent or Problematic) seems remarkably stable between the four years.

Summary of quality of marking ratings by year					
Code	Description of rating	Year			
		2008	2009	2010	2011
E =	Excellent well judged accurate assessment	57%	28%	16%	21%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	30%	58%	74%	69%
E + A		87%	86%	90%	90%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	5%	4%	3%	3%
I + P		13%	14%	10%	9%

What is interesting about this data series is that it shows both the general stability in the moderators' judgement that only about 3% to 5% of the marking was seriously problematic.

There is evidence of a growing rigour among the markers in their differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010 and 21% in 2011). This we would ascribe partly to the training related to the marking of the LAPs given by *Kha Ri Gude* and partly to the influence of the verification workshops themselves.

The quality of marking rating of the hearing disabled sample

Although this is a very small group of 527 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of hearing disabled sample					
Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	12.4% [18.3%]	15.7% [25.9]	5.9% [19.7]	10.4% [21.4]
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	49.6% [73.0%]	48.2% [67.0]	43.7% [70.3%]	43.7% [67.3]
I =	Inaccurate and/or inconsistent judgement.	16.2% [5.0%]	13.0% [4.9%]	11.7% [6.1%]	18.8% [9.0%]
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	21.9% [3.7%]	23.1% [2.2%]	38.7% [4.0%]	27.1% [2.3%]

The evidence from the moderators (themselves hearing disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages for Inaccurate and Problematic marking. Overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.745). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough (see below)). Whatever the explanation the situation suggests further inquiry though this group is an extremely small subgroup of the *Kha Ri Gude* learners. We don't know enough to know why their markers and moderators have marked them differently to the "norm".

Appendix 8

The quality and standard of the learning exhibited in the portfolios

As evident above, the primary purpose of the verification process was not one of adjusting the marks awarded to the learners. What was being looked at was the quality of the marking. Whether, on the basis of that judgement of the quality of marking, some adjustment of marks was deemed necessary via a standardisation or remarking process, would be a consequent decision for *Kha Ri Gude* to consider.

However, obviously, the moderators would gain an impression of the quality and standard of the learning shown in the portfolios, and they were asked to do a simple rating of the accuracy and fairness of the mark given for that demonstration of competence.

If the moderator believes that the actual mark given to the learner is too low or too high this must be shown using the following rating scale:

If you believe the mark given is accurate and fair – an **S** (the mark stays the **same**).

If the mark should be put up – a **U** (the mark should be put **up** higher)

If the mark should be brought down – a **D** (the mark should be brought **down** lower).

The results of this rating were as follows:

Summary of fairness and accuracy of the mark ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	90.7%	94.3%	91.8%	87.9%
U	Mark is too low (the mark should be put up higher)	2.6%	2.4%	2.6%	2.0%
D	Mark is too high (the mark should be brought down lower)	6.7%	3.3%	5.5%	10.1%

Again, the ratings are fairly consistent. The moderators believed that for most (about 91%) of the portfolios the marks given were an accurate reflection of the quality of the learning demonstrated and could remain unchanged. Their opinions were somewhat divided on the remaining 9% or so of portfolios where they disagreed with the marks – some should be brought down, some raised. Of these disputed marks there is a tendency to want the marks lowered 6% versus 2% raised).

Comparison with the 2008 to 2010 fairness and quality of the mark ratings

Generally the rating of the level of the learner’s performance was done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings					
Code	Description of rating	Year			
		2008	2009	2010	2011
S	Mark given is accurate and fair	87%	87%	91%	91%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%

Other comments on the quality of the work

A number of observations were made by moderators about the quality of the learning (and of some of the things they saw as affecting the quality and standard), summarised below in Appendix 10.

The quality and standards rating with the hearing disabled sample

Summary of fairness and accuracy of the mark ratings with hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	47.9% [90.7%]	55.7% [94.3%]	42.9% [91.8%]	40.4% [87.9%]
U	Mark is too low (the mark should be put up higher)	12.8% [2.6%]	15.7% [2.4%]	12.4% [2.6%]	13.3% [2.0%]
D	Mark is too high (the mark should be brought down lower)	39.3% [6.7%]	28.7% [3.3%]	28.7% [5.5%]	46.4% [10.1%]

As with the moderators' rating of the accuracy of the markers, these ratings of how well the level of learner competence was done are far more strict. Again, overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.738). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation the situation needs inquiry.

Appendix 9

An analysis of moderator comments

A tally was made of the small number (%) of cases where a moderator had made a comment or comments on a data sheet about any serious marking problem or failure in relation to a particular LAP or group of LAPs. (The moderators had been specifically instructed to do this when necessary.)

Moderator data sheet comments about marking problems			
	Number of comments	% of the 2,655 comments	% of LAP sample of 25,135
Marking does not match grading criteria, shows questionable judgement or, more broadly, is inaccurate or bad	985	37%	4%
Portfolios not marked (partially or completely)	540	20%	2%
Marks transferred or added incorrectly	441	17%	2%
Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence	339	13%	1%
Administrative details absent, incomplete or wrong	289	11%	1%
No signatures from educator or supervisor or educator	61	2%	<1%
Total	2 655	100%	11%
Total as % of the 25,135 LAPs moderated	10.56%		

These comments are not large in number. Overall the total number of incidences of what can be considered serious comments (on possibly bad marking and the ignoring of irregularities) applies to 5% of the portfolios.

They do, however, raise continuing concerns about really bad marking (and especially marking that does not detect irregularities) that had escaped the attention of their fellow coordinators and supervisors in the field.

A more detailed breakdown of the comments is given in the table below:

		Number of comments	% of the 2 655 comments	% of LAP sample of 25 135
Bad marking	Inaccurate marking	503	19%	2.00%
	Grading criteria misunderstood	175	7%	0.70%
	Inconsistent marking	117	4%	0.47%
	Bad marking (general)	111	4%	0.44%
	Questionable judgement	43	2%	0.17%
	Some Qs not done but marked	36	1%	0.14%
Not marked	Not marked (partially or completely)	540	20%	2.15%
Irregularities ignored	Not learners handwriting	249	9%	0.99%
	Not learner's work (general)	86	3%	0.34%
	Copying (general)	2	<1%	0.01%
	Q9 inappropriate	2	<1%	0.01%
Adding marks	Total scores but no marks	194	7%	0.77%
	Marks transferred incorrectly	125	5%	0.50%
	Marks counted incorrectly	79	3%	0.31%
	No scores	41	2%	0.16%
	No totals	2	<1%	0.01%
Administrative details incomplete or wrong	No ticks	108	4%	0.43%
	No dates (or same date repeated)	105	4%	0.42%
	Details incomplete	69	3%	0.27%
	Duplicate student numbers	6	<1%	0.02%
	Details incorrect	1	<1%	<0.01%
Signatures missing	No signature coordinator	22	1%	0.09%
	No signature supervisor	26	1%	0.10%
	No signature educator	13	<1%	0.05%
Total		2 655	100%	10.56%

Appendix 10

Sizes of classes as check on authenticity

In previous verification exercises we made a rough and ready check on the authenticity of the portfolio data was to see whether there was any tendency to keep artificially high the number of portfolios submitted per class (thereby disguising any dropout of learners and possibly requiring some portfolios being concocted).

This was done by making a tally of a sample of LAPs submitted from 1031 classes (and excluding classes where the class packs of LAPS had been disaggregated because of multiple languages). The number of full classes of 18 learners was appeared to be larger than in the previous year (86% as against 60%). So at least 14% of the classes had less than 18 learners.

This does suggest that, whatever the strong pressure to keep the class size at 18 and to submit all the LAPS, that there is some dropout and that the portfolios are likely to come from actual learners who have stayed with the programme.

Appendix 11

An analysis of site visit/LAP congruence

In November 2011 site visits were conducted at 177 physical sites with overall attendance by learners from about 300 classes. SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

At each site the visitors asked the learners present to complete a set of assessment exercises (very similar in content and difficulty to those in the Learner Assessment Portfolio).

Each set of assessment exercises was enclosed in a folder which recorded details of the site and the visitors' observations on the class.

The purpose of gathering this data through this verification activity was to **compare** the results of this brief set of assessment exercises with the results of the Learner Assessment Portfolios (LAPs) completed by learners during the programme.

When the completed LAPs were submitted at the end of the programme an attempt was made to match the completed site visit assessment sheets from each site with the corresponding pack of submitted LAPs from that class.

An analysis was made of the comments made on each site visit (see Appendix 12).

At the verification workshop at the end of March 2012, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP. This data was then analysed.

The sample

Some 1,705 site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.

Not all the matches could be made by the time of the workshop at the end of March 2012 but a finally 1,600 site record sheets were each linked to the corresponding completed (or partially completed) LAP.

The remaining 105 cases of completed site visit records could not be matched with the corresponding LAP. This could be the result of:

- an administrative matching failure
- the person completing the site visit record was a registered *Kha Ri Gude* learner but did not complete and submit her or his LAP
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit).

Site visit records by Province and Language										
Language	Province									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Total
isiXhosa	542	5					16	1	6	570
isiZulu		304		34	83		1		2	424
sePedi			34	18	2					54
seSotho				14			133			147
isiNdebele				1						1
seTswana				3		83			78	164
xiTsonga			69							69
tshiVenda										
siSwati					65					65
English										
Afrikaans									4	4
<i>Not recorded</i>			9		51					60
	542	309	112	70	201	83	150	1	90	1 558

Problems with the data coding and data capture

1. The SAQA data coding form had a field **Learner Unique Number** that was unfortunately misnamed **Educator number** on the Data Input Sheet and equally unfortunately on the Data capture spreadsheet only allowed for 7 digits instead of the needed 9 digits (thus losing the individual student identifier in the last two digits). This is only a problem of inconvenience in that to check any particular learner's data one will have to examine the batch of hard copies from that class.

2. There is a data oddity. Given that most classes have 18 learners or less, one needs to note that 25 of the 155 “same voluntary educator” sets have more than 18 cases and one even has 54 learners.

Matches per educator	Frequency
1	36
2	10
3	15
4	8
5	7
6	14
7	5
8	5
9	3
10	3
11	2
12	5
13	2
14	1
15	7
17	2
18	5

21	3
23	3
24	2
25	1
27	4
30	4
31	1
32	1
39	1
42	1
45	1
48	1
54	2
	155

This oddity is unlikely to be explained by a very very few educators running two or three classes. It is much more likely a field coding errors made by the site visitors where learners from several classes have gathered at the same physical site. It must be remembered that the site visitors had very little prior knowledge of the *Kha Ri Gude* campaign and its structures.

3. Some obvious SAQA data coding or data capturing errors in the initial matched data set of 1,600 cases led to another 42 cases having to be discarded leaving a final data set of 1,558 cases.
4. Further site visits in 2012 will need to address the language gaps in the first set of site visits.

The site visit report findings as matched to the LAPs

The 1,558 cases were analysed and the statistics are recorded below:

Prior experience

Two questions were asked about prior educational experience, one asked for the length of schooling and the second asked whether they had been able to read before.

Grade of schooling achieved

This was the learner's answer to the number of years of schooling completed (0 to 9).

Grade of schooling achieved			
Years	Frequency	Percent	Cumulative percent
None	606	38.9	38.9
Grade 1	356	22.8	61.7
Grade 2	242	15.5	77.3
Grade 3	98	6.3	83.6
Grade 4	60	3.9	87.4
Grade 5	56	3.6	91.0
Grade 6	56	3.6	94.6
Grade 7	32	2.1	96.7
Grade 8	27	1.7	98.4
Grade 9 or more	25	1.6	100.0
Totals	1 558	100.0	

It needs to be noted that, though the target group for the campaign is people with no or very little formal schooling, some people are admitted who have nominally achieved higher levels of schooling where the entrance/placement test administered to all prospective learners indicates that they are effectively illiterate and there is space in the class.

Prior reading ability

This was the learner's answer to the question “Could you read before the start of the *Kha Ri Gude* programme?”

Prior reading ability		
Ability	Frequency	Percent
No	569	36.5
A little	604	38.8
Yes	385	24.7
Totals	1 558	100

Activities replicated in site visit assessment and the LAP

Filling in a form

This is the moderator’s mark for the learner’s performance on a “Filling in a form” activity out of 8 and the educator’s mark for the similar activity in the LAP..

	Filling in a form			Activity 2	
Marks	Frequency	Percent		Frequency	Percent
0				2	0.1
1	6	0.4		5	0.3
2	7	0.5		10	0.6
3	46	3.0		16	1.0
4	136	8.8		64	4.1
5	107	6.9		347	22.3
6	174	11.2		143	9.2
7	186	12.0		138	8.9
8	886	57.2		833	53.5
Totals	1 548	100		1 556	100

Time of day

The learners complete a set of questions about what they did at certain times of the day out of 6 (a mark for each meaningful statement).

	Time of day			Activity 5b	
Marks	Frequency	Percent		Frequency	Percent
0				23	1.5
1	19	1		10	0.6
2	36	3		10	0.6
3	43	3		57	3.7
4	117	8		54	3.5
5	125	9		530	34.0
6	1 091	76		874	56.9
Totals	1 431	100		1 558	100

Write the missing numbers in a number grid

The learners fill in nine missing numbers in a grid of 1 to 100 (a mark for each correct number).

Missing numbers		
Marks	Frequency	Percent
1	4	0.3
2	8	0.5
3	10	0.7
4	21	1.4
5	15	1.0
6	203	13.4
7	44	2.9
8	86	5.7
9	1119	74.1
Totals	1510	100

The LAP activity was somewhat more comprehensive with 15 marks reduced to a mark out of 5.

Activity 13		
Marks	Frequency	Percent
0	1	0.1
1	1	0.1
2	18	1.2
3	89	5.7
4	186	11.9
5	1 263	81.1
Totals	1 558	100

Moderators' judgements on the congruence between the Site Visit Records and the LAPs

There were two general comparisons made, one of the congruence of the handwriting in the two instruments and the second of the authenticity of the LAP assessment when compared to the site visit assessment.

Comparison of handwriting

Moderators judged the match of handwriting in the *Site Visit Record* and the

Handwriting match		
Match	Frequency	Percent
Not match	147	9.4
Problematic match	160	10.3
Adequate match	592	38.0
Good match	659	42.3
Totals	1558	100

Authenticity of the Lap compared with the Site Visit Record

The moderators filled in their own assessment of the authenticity of the *LAP* compared with the *Site Visit Record*.

Overall authenticity		
Authenticity	Frequency	Percent
Clearly different writers	140	9.0
Problematic, difficult to decide	180	11.6
Mixed - most is clearly by the same learner	643	41.3
Fully authentic	595	38.2
Totals	1558	100

Congruence Handwriting and Overall authenticity

Handwriting congruence	Overall authenticity				Totals
	Clearly different writers	Problematic , difficult to judge	Mixed - most is clearly by the same learner	Fully authentic	
No match	115	29	3	0	147
Problematic match	13	86	60	1	160
Adequate match	9	62	460	61	592
Good match	3	3	120	533	659
Totals	140	180	643	595	1558

Some crosstabulations

Reading aloud (Site visit)

The site visitor's score for the learner reading aloud a short text.

Reading aloud		
Ability	Frequency	Percent
Not at all	252	16.2
With difficulty	359	23.0
Adequately	774	49.7
Fluently	173	11.1
Totals	1558	100

Prior Grade level and Reading aloud (Site visit)

Grade	Reading aloud				Totals	Number
	Not at all	With difficulty	Adequately	Fluently		
None	26%	31%	40%	3%	100%	606
Grade 1	6%	20%	68%	6%	100%	356
Grade 2	25%	22%	41%	12%	100%	242
Grade 3	7%	15%	59%	18%	100%	98
Grade 4	2%	3%	63%	32%	100%	60
Grade 5	9%	23%	43%	25%	100%	56
Grade 6	4%	7%	50%	39%	100%	56
Grade 7	3%	22%	50%	25%	100%	32
Grade 8		11%	48%	41%	100%	27
Grade 9 or higher			60%	40%	100%	25
Totals	16%	23%	50%	11%	100%	

Whilst most learners read “adequately”, the predictable pattern revealed (pink for highest score, blue for next highest score) is that people with the least schooling have more difficulty and those from the higher grades are more likely to read “fluently”.

There was no exactly equivalent activity in the LAP, but the activity in which learners had to read as many words as they could from a list of words in a fixed time provides the closest match. The pattern here is not clear at all (apart from learners who had previously reached Grade 6 and 7 doing much better). The effectiveness of this LAP activity may need further investigation.

Prior Grade level and Reading speed (LAP Activity 4)

Grade	Reading speed mark					Total s
	1	2	3	4	5	
None	2%	7%	17%	18%	56%	100%
Grade 1	1%	7%	24%	19%	49%	100%
Grade 2	13%	10%	23%	13%	42%	100%
Grade 3	4%	16%	7%	11%	61%	100%
Grade 4	5%	13%	3%	20%	58%	100%
Grade 5	0%	21%	21%	5%	52%	100%
Grade 6	0%	4%	11%	11%	75%	100%
Grade 7	0%	19%	0%	3%	78%	100%
Grade 8	0%	26%	4%	19%	52%	100%
Grade 9 or higher	0%	0%	17%	33%	50%	100%
Totals	3%	9%	18%	16%	53%	100%

While a majority (53%) had a high (5) score on the reading words at speed tests there was little to differentiate between learners success here and their prior school grade level (except perhaps grades 6 and 7 did well). This may possibly be ascribed to the programmes’ success in teaching all the learners to sound out words.

Reading aloud and Reading speed (LAP Activity 4)

Reading speed (LAP Reading speed (Activity 4))	Reading aloud				Totals
	Not at all	With difficulty	Adequately	Fluently	
0	0	3	1	1	5
1	44	6	3	0	53
2	27	46	55	11	139
3	55	61	140	22	278
4	45	51	130	27	253
5	81	292	445	112	830
Totals	252	359	774	173	1558

The Reading Speed score did not distinguish particularly well between those who read aloud “adequately” and those who read only “with difficulty”.

Scores for Site exercises and LAP activities

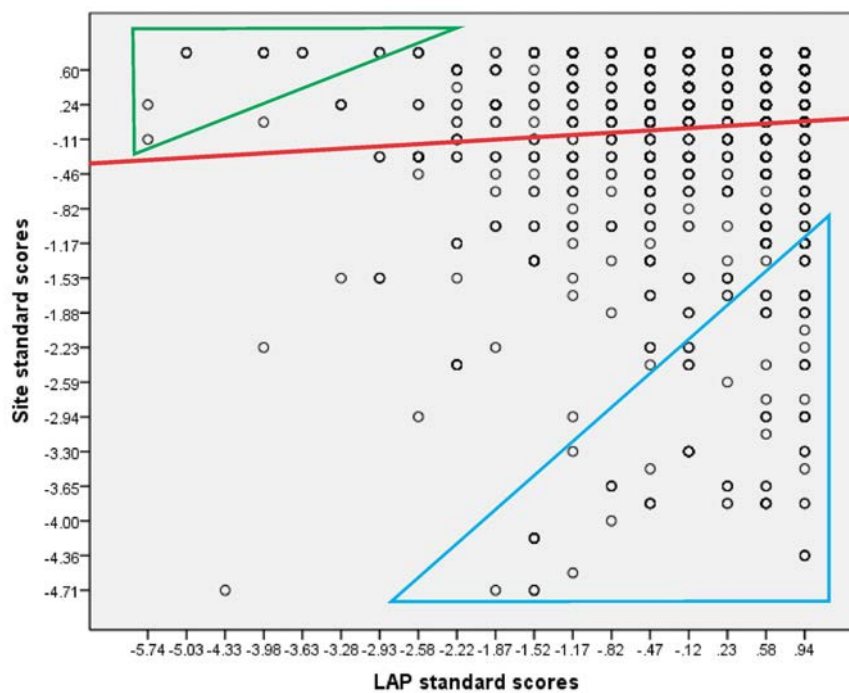
Most of the mean and median scores on these activities are relatively high (as would be expected for these simple demonstrations of competency).

The maximum total score for the five Site visit exercises (excluding the reading aloud test) was 31, for the more or less five equivalent LAP activities 28. The means and standard deviations are as follows:

	Mean	Standard deviation	Number
Site activities	26.6188	5.64971	1 558
LAP activities	25.3357	2.84805	1 558

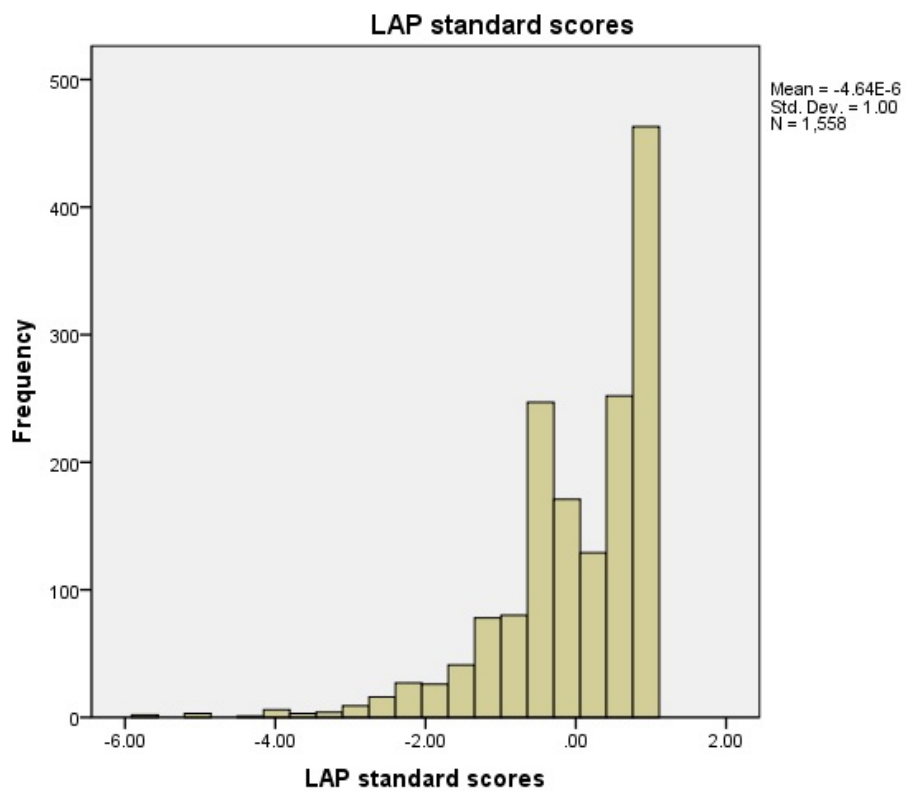
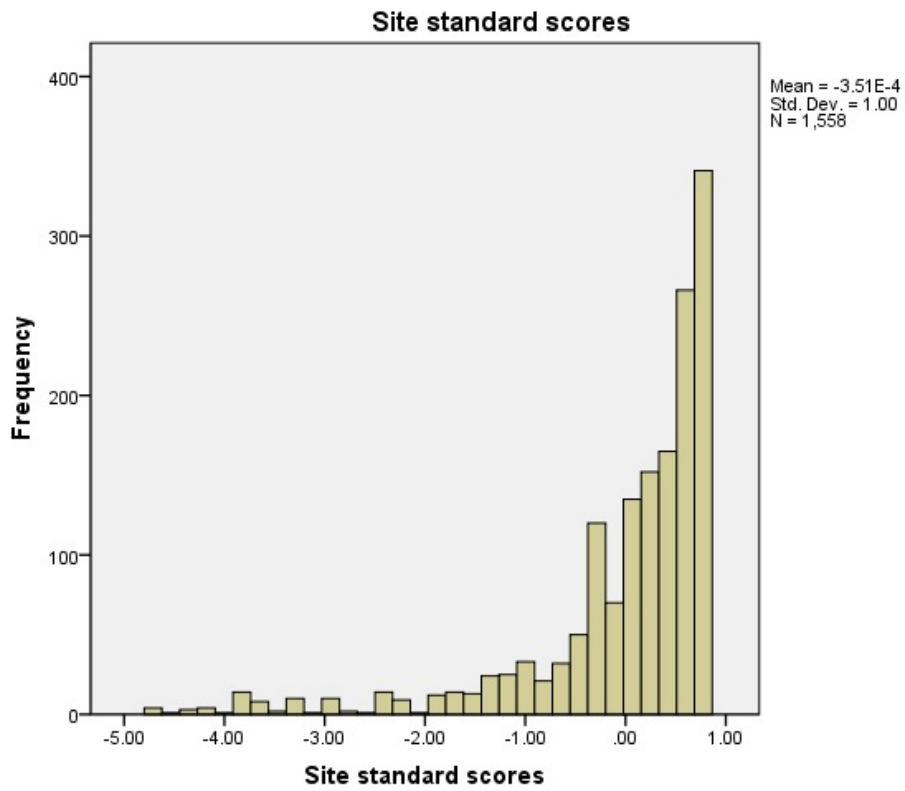
The means are comparable. The Site visit shows a larger standard deviation which suggests that there is a greater degree of homogenisation in the LAPs.

The correlation between the two sets of individual marks was very low (0.072), though when the two sets of scores are transformed into standard scores it is possible to view the pattern of general comparability graphically in a scatterplot. The red line indicates the regression line. Scores in the green triangle are high on the site test but low on the equivalent LAP activities. Scores in the blue triangle are high on the LAP but low on the site tests.



Generally the LAP marks tend to be relatively higher (as would be expected), though, as these bar graphs of the two sets of standard scores score show,

overall the general patterns of scores are similar.



Appendix 12

Implementation of the site visits in November 2011

Pilot

In February 2011 pilot site visits were run in Gauteng and KwaZulu-Natal by the SAQA team. These provided useful insights for designing the actual site visit procedures.

Sampling

Once the go-ahead was received it was decided that the SAQA team itself should take complete control of the process of selecting the sample of sites to be visited so that all arrangements independently of *Kha Ri Gude's* own management.

The sample of sites was selected in late September 2011 on the basis of a range of considerations:

- **The budget:** This allowed for around 300 visits on estimates of the costs, about one percent of the total number of learning sites
- **Roughly proportional representation of provinces:** in the event, 60 each in KwaZulu-Natal and Eastern Cape, 40 each in Gauteng and Limpopo, and 20 each in Free State, Mpumalanga, Northern Cape and Western Cape. This meant that the smallest provinces in terms of participation were over-represented, but this seemed necessary for them to be adequately represented at all.
- **Randomly chosen coordinators:** the sample was first randomly selected from the national record of about 200; after inspection the random selection was “structured” to improve spread in terms of geographical and demographic coverage.
- **Travel economies:** After personal phone calls to all selected coordinators, slight further adjustments were made in order to ensure that longer journeys would be able to net at least two sites in one day

The sampling process and the vicissitudes of actual organising visits in situ led to some imperfections of coverage, notably in language distribution. Most notably, minority languages like isiNdebele and siSwati yielded few records, and there are no

matching sets for Venda or English, though these were made available. No special sites catering for blind or deaf learners were included in the sample. It is difficult to see how to overcome this problem of the smaller languages, as they are often found in mixed language classes.

Timing

The timing of the visits was a matter of concern. It was essential that the visits be conducted as close as possible to closure of the programme early in December, so that the assessment tasks would be done by learners who should have completed the portfolio - but who would still be available. At the same time, the visits should not allow for too long an opportunity for special forewarning and preparation that would make the results misleading. (In the event, the visitors found no evidence of special “grooming” of sites.)

The visits were conducted from late October into the first week of December. To some extent there was attrition because learners had by then “wandered away” from their programmes, having completed their portfolios early. This affected mainly some urban centres. In rural sites the educators and classes were happy to be visited, and to come together even on weekends. Packs of individual records for rural sites tended to be much fuller than urban packs.

Visitors

The site visits were managed and staffed by four consultancies. The top management of the consultancies participated in the design and planning of the roll out, entering into contracts with SAQA to this end. In identifying site visitors, the consultancies followed guidelines which called for individuals who had the maturity and experience to conduct survey-type activities reliably, with understanding and courtesy - and who had their own transport and knew the terrain to which they were assigned. In the event most of the site visitors had experience and training in adult education.

This model for employing the visitors worked well beyond expectations. With the backing of the senior consultants, the visitors contacted coordinators, supervisors and voluntary educators in the difficult task of scheduling and completing visits to remote places, juggling schedules, or organising special sessions. All the visitors would appear to have conducted their visits with dedication and dispatch.

Procedures and materials

The consultants and visitors were provided with highly detailed directions for conducting the visits. (Copies of the instructions are available separately.) The *Kha Ri Gude* learners were, courteously and helpfully, asked to complete a double page of

tasks without the presence of teachers or other interested officials. The tasks were drawn as a representative set directly from the portfolios, though some were adapted for the occasion. The sets of tasks were available in all eleven languages. Individual records from the site were kept in identifying folders with space for comments where necessary. Although every effort was made to require maximum identification information, especially for sites, there were weaknesses in this area leading to some limitations in matching visit records with portfolios. This will be dealt with in training in the next roll-out.

Actual roll-out

Many of the visitors were diligent beyond the call of duty in filling in the visit cover sheet – which was only intended for observations of special cases. Many also gave verbatim reports of their experiences. The following observations are possible from a rapid analysis of the cover sheets and these comments:

The consultancy management and the visitors were generally exhausted from the intensity of the experience in a hot season, but came back filled with enthusiasm for the project and eager to be involved again. The positive feeling seems to be reciprocal, with many comments from the coordinators at the verification weekend that the visits were enjoyed by the classes and educators (who seemed to be glad to be acknowledged).

Probably the most common observation on the cover sheets is that the learners loved *Kha Ri Gude* or at least found it very helpful. They and the educators often find the course too short, however, and are even more concerned that there should be follow-up. But it would seem from a smaller number of observations, that learners do not want to go to Public adult learning centres (PALCs) or to “do ABET”. They want a follow up of *Kha Ri Gude*.

Visitors were satisfied for the most part that the educators took the task of assessment through the portfolio seriously, and they and the learners tended to have a good grasp of the idea that the assessment should be the learner’s own work. The visitors were told on several occasions that the educator felt the need for fuller guidance about managing and marking the portfolios. (There is an occasional request that the portfolios be printed with a larger font, which goes together with a note that the learners need glasses.)

Learners valued the certificates, but educators sometimes observed that their classes from two years back were still waiting for certificates from the Department of Basic Education.

Some observations highlight the contexts of poverty, with learners asking for food to be supplied, or educators saying that their learners come to the class hungry. Learners also ask for *Kha Ri Gude* T-shirts.) There are numbers of complaints about the venue for learning being unsuitable.

Attendance at the site visit could be highly variable. On a few occasions no-one turned up, with no reasons being offered. Two visits in KwaZulu-Natal were aborted because the villages concerned were cut off by floods. Low attendance was caused by funerals, work, or offers of work. (Possibility of EPWP enrolments had most learners in one district making their priorities clear.) On the other hand, there were occasions when all the sites in a community or a valley insisted on participating in the visit.

Questions about the length of the tasks and the learners' ability to cope with them indicate that the instrument itself is reasonably appropriate. The majority of the learners seem to have completed the set of tasks in an hour. Some groups would appear to be made up of already educated learners, who completed the tasks quickly, but it was more common that groups were found to be very slow. Some visitors came back from long days in rural areas complaining (indulgently) that the learners were all old rural women and that the site visit had taken many hours.

The comments contain many local observations of a kind that will be familiar to adult educators - ranging from the difficulty of getting the class together regularly and consistently to complaints about late payment for the teachers. Perhaps the most individual remark was the point that *Kha Ri Gude's* timing did not take consideration of the chicory season (in the Eastern Cape). Criticisms like these are minor against the overwhelmingly positive feel of visitor comments.

Appendix 13

Suggestions for improvements to SAQA and *Kha Ri Gude*

General

Beyond the recommendation that the results be accepted and recorded on the National Learner Records Database as before, we have little new to say about the current general verification process. It worked well and the support provided by SAB&T was superb.

Kha Ri Gude continues to move towards a full, thorough and appropriate quality assurance model. The four verification events have shown that, as captured by the verification methods used, that the marking of the LAPs over the last four years has been consistent. The decision to reduce the number in the general moderation sample was therefore justified.

It is clear that the increasing efficiency of the campaign's processing of the LAPs has reduced to a small number defectively processed class sets. The two tiers of signing off (by supervisor and coordinator) is very important quality assurance feature.

What we suggest for the next verification workshop with the 2012 cohort of LAPs is a more qualitative look at the accuracy with which educators rate the learners' work using the criteria presented in the LAPs to assist the marker. Such an exercise will help determine and encourage assessment that rates the learner achievement more realistically.

Changes in the design of the LAP by *Kha Ri Gude*

We recommend that, though the substance of all the Activities/Questions seems appropriate, that the actual content should change, particularly in those language and numeracy questions where there are single right answers.

The hearing disabled sub-sample

The unusual rigour of the moderation of this small group needs to be examined and explained.

The site visits

These should be continued and the field recording instruments and tests refined.

Appendix 14

Quality and standards in the *Kha Ri Gude* campaign programme

Purpose of this report

The *Kha Ri Gude* Literacy Campaign is now in its fourth year of implementation, enabling over one million learners to read and write up to a level of literacy equivalent to ABET Level 1.

The purpose of this report is to take an evaluative look at the programme at this point in its evolution. This will be done through two lenses: (i) the relationship of the *Kha Ri Gude* programme to the ABET Level 1 unit standards; and (ii) how 'standards' in a broader sense are achieved and maintained through quality assurance practices and procedures related to the programme.

The ABET Level 1 Unit Standards

The development of the *Kha Ri Gude* curriculum and course materials took into account accepted practice in the SAQA context. One of its starting points therefore was the 'design-down' process from the outcomes of the ABET Level 1 unit standards for Communication and for Mathematical Literacy.

In order to refresh the idea of standards in the system, this report briefly summarises the synergies between the relevant ABET standards (those that were current in 2007) and the programme coverage.

The overall credit value of the Communication (20 credits) and Numeracy (10 credits) standards at ABET level 1 is 30 credits, which translates into 300 'notional' hours of study. The concept of 'notional' hours encompasses the idea that learners will practise and apply learned skills outside of instruction time, so the *Kha Ri Gude* programme provision of 240 hours of contact tuition is within acceptable parameters.

In the table below the Communication Unit Standard titles and Specific Outcomes are listed. Comment is made on the *Kha Ri Gude* programme in relation to these, and to other relevant aspects of the standards such as standard or outcome range.

ABET Level 1 Communication Unit Standards and *Kha Ri Gude*

Unit Standard Title	Outcomes	Comment
<p>Use basic reading/receptive skills to respond to defined simple texts [119633] [8]</p>	<p>This unit standard will give a learner initial mastery of reading/ receptive skills for a range of simple texts.</p> <ul style="list-style-type: none"> • Use appropriate reading/receptive strategies to suit the text and the purpose of the task. • Understand the literal meaning of a text. • Relate text to own experience and knowledge • Identify features of a text. 	<p>The <i>Kha Ri Gude</i> programme starts from a baseline of inability to read, and uses enabling outcomes to build mastery of the alphabet, individual words and sounds up to sentences. By the end of the programme learners are assessed on their reading of simple text of different types, which meet the range specified in the unit standard.</p> <p>Learning activities meet the unit standard outcomes in that learners have to use comprehension skills to extract and process the literal meaning, and relate what they read to their own lives. They are familiarised with a number of formats such as pictures, dialogues, tables, lists, forms, textual conventions (e.g. letters), everyday practical texts, symbols and so on, covering the range examples given in the unit standard.</p>

<p>Use basic writing/signing skills [119638]</p>	<p>Persons credited with this Unit Standard will gain initial mastery of writing/signing skills for a range of simple texts.</p> <ul style="list-style-type: none"> • Select and present content appropriate to the writing/signing task. • Organise and format text appropriately to the writing/signing task. • Use appropriate language structures. 	<p>The programme starts from a baseline of inability to write, and uses enabling outcomes to build conceptual and physical mastery of the alphabet, individual words and sentences. During the programme learners practise writing paragraphs, writing in their journals and writing down information into various forms and templates. By the end of the programme learners are assessed on writing connected sentences and producing a letter. The range of punctuation used (capitals, full stops, commas and questions marks) goes beyond the range specified in the unit standard.</p>
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<p>Use speaking/ signing and listening skills [119630] [6]</p>	<p>This unit standard will be useful for learners who are acquiring an additional language, and wish to communicate orally/in sign with others on a simple level.</p> <ul style="list-style-type: none"> • Initiate and maintain conversation. • Ask for and give simple information, explanations, directions and instructions. • Make and respond to offers and requests. • Express opinions and feelings. • Listen and respond to oral/ signed text. 	<p>The programme introduces English vocabulary in relation to all the outcomes listed in the unit standard, and enables learners to practise speaking English with each other and in groups. Learners also learn to speak about numbers and time through the medium of English, as well as learning how to use some verb forms, and some parts of speech such as pronouns and comparative adjectives. In addition, learners do some reading and writing in English in life skill contexts such as banking and form filling.</p> <p>Learners check each other and get feedback from their group and from the facilitator. There is no formal assessment against this unit standard.</p>
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To sum up, the Literacy (communication) *Kha Ri Gude* learning programme show more than sufficient coverage of the unit standards. In relation to the reading and writing skills, the portfolio tool gathers sufficient evidence at the right level for the award of these two standards. There is no formal assessment of the speaking and listening skills in English, but the outcomes are covered at the right level in the *English for Everyone* programme.

In the table below the Mathematical Numeracy Unit Standard titles and Specific Outcomes are listed. Comment is made on the *Kha Ri Gude* programme in relation to these, and to any other relevant aspects of the standards such as outcome range.

ABET Level 1 Numeracy Unit Standards and <i>Kha Ri Gude</i>		
Unit Standard Title	Outcomes	Comment
<p>Work with numbers; operations with numbers and relationships between numbers [119370] [6]</p>	<p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> • Recognise, order, describe and compare numbers • Perform calculations to solve realistic and abstract problems • Use different techniques and strategies to calculate • Solve problems in contexts (social, economic, environmental, human rights) • Describe and illustrate a historical number system 	<p>The programme starts with a basic introduction to the concept of number and possible relationships between numbers. Learners practise counting and writing numbers, and move on to various forms of calculation, including adding, subtracting, multiplying and dividing. They begin to work with simple fractions, percentages and decimals.</p> <p>Activities involving calculations frequently use real everyday items (e.g. groceries; household items and so on) that learners can relate to. Many number concepts are introduced and practised through the use of games using dice or lotto cards, for example.</p> <p>As suitable for adult learners, mathematical concepts such as decimals and percentages are in addition mediated through money sums in everyday life applications, drawing on learners' own financial literacy knowledge.</p> <p>As required by the unit standard, learners practise using calculators.</p> <p>The only outcome that does not appear to be addressed in the programme is 'Describe and illustrate a historical number system', in terms of the outcome range given of '... a basic number system, e.g. the Egyptian or Roman system.'</p>

<p>Demonstrate an understanding of patterns, functions and algebra [119374] [2]</p>	<p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> • Recognise, create and describe various patterns and functional relationships • Investigate observed patterns and analyse mathematical situations and structures • Identify and describes number and geometric patterns in real-life situations 	<p>Many of the learning activities deal with understanding and recognising number sequences and number patterns, in both abstract and concrete contexts.</p> <p>A conceptual understanding of mathematical patterns and situations is mediated through working with fractions, and through discussing mathematical principles (e.g. asking ‘why’ questions in relation to number). Different ways of handling data are illustrated through graphic representations of number, through calendars, timetables, charts and so on.</p> <p>Geometric patterns are introduced through a wide variety of visuals and graphics, including pictures, shapes, forms, tables, calendars, clocks and number and shape games.</p> <p>Note: The <i>Kha Ri Gude</i> programme appears to follow the guideline given in the Independent Examination Board ABET Level 1 <i>User Guide</i> which states the following: ‘The Unit Standard uses the terms “functions” and “algebra”. However, at Levels 1 and 2 the work you are required to cover involves pre-algebraic thinking, which focuses mainly on patterns in various forms.’ (<i>IEB Numeracy ABET Levels 1 & 2, 2006</i>)</p>
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<p>Work with shape, space and measurement concepts [119366] [2]</p>	<p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> • Recognise identify, name, compare and sort two-dimensional shapes and three-dimensional objects in the environment and in pictures • Read, interpret and draw simple maps • Solve simple problems in measurement contexts • Recognize and describe objects in three dimensions viewed from different positions 	<p>Volume, shape and measurement are all taught in the context of everyday life needs and applications (e.g. the use of containers, simple maps and directions, distance, baby weights and so on). The emphasis is on understanding the implications of dimensions, and practising measuring and interpreting for real life needs.</p>
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The relationship between the Numeracy ABET Level 1 standards and the *Kha Ri Gude* programme is not clear cut. Outcome 5 of 119370 does not appear to be covered, although the relevance of historical number systems to *Kha Ri Gude* learners is questionable. The issue of how ‘functions’ and ‘algebra’ can be understood at this basic level of numeracy cannot be explored in this report.

What can be said, however, is that the *Kha Ri Gude* programme appears to go beyond the Numeracy standards in relation to the emphasis on everyday life application of number-handling skills, and in terms of financial literacy, thereby fulfilling vital ‘fit-for-purpose’ criteria for learning programmes. The portfolio assessment tool gathers evidence of number-writing skills, counting, pattern recognition, addition and subtraction, multiplication and division, fractions and shapes, understanding of pricing, data handling through reading of tables to extract information, and measuring and map reading.

Some final comments can be made on the link between the Critical Cross Field outcomes as they appear in the ABET unit standards and the *Kha Ri Gude* programme.

The Communication standards include the ways in which language addresses the first five critical outcomes, but does not have much relating to numbers six and seven (using science, and understanding the world as a set of related systems). In relation to the developmental outcomes, mainly those addressing learning strategies, participation as a citizen and cultural and aesthetic sensitivities are included.

The Mathematical Literacy unit standards list all seven critical outcomes, and include all five of the developmental outcomes.

Clearly, many of the critical outcomes are inextricably bound up with language and with numeracy as our primary means of learning about and organising reality. The key question is whether the learning programme makes these critical outcomes ‘actionable’ (in the sense used by SAQA), or not. There is also a debate whether there is sufficient ‘content’ at ABET Level 1 in order to do this, and whether it is indeed even fair to engage with these complexities during the arduous process of learning to read, write and count. This argument notes that the critical outcomes, in a formal and assessable sense, need to ‘build on’ to these foundational skills after the acquisition of literacy. It should be noted, though, that the *Kha Ri Gude* programme does not claim to explicitly address any of the critical outcomes. It could perhaps safely be said that the active process of learning to read, write and count does ‘action’ at least some aspects of the critical and developmental outcomes.

The primary function of unit standards is to achieve a common understanding of the scope and coverage of related learning programmes, in order to guide the design of comparable educational provisions. As such they are only one of the tools contributing towards a quality standard in education and training. Other tools include assessment and moderation guidelines, provider accreditation requirements and quality assurance systems. In the next section of this report we look at other quality criteria for the evaluation of the *Kha Ri Gude* programme.

Kha Ri Gude and programme quality

In this section comment is made on the quality of the *Kha Ri Gude* programme and learner support materials. The *Kha Ri Gude* programme is made up of the following materials:

Learner Workbooks

These include the following:

Mother Tongue Literacy Manual to teach reading and writing in mother tongue
Numeracy Manual to teach basic numeracy in mother tongue
English for Everyone Manual to teach oral English
Learner Assessment Portfolio (LAP) as the overall assessment instrument

Learners also receive an alphabetised dictionary, a 'Journal Dialogue' booklet and the *Kha Ri Gude* Reading Book.

Educator materials

In addition to copies of the Learner Workbooks, educators receive *Facilitator's Notes* (for Literacy teaching, Numeracy teaching and English for Everyone) which include detailed lesson plans to follow in relation to the learner materials. Educators also receive a *Training Manual for Volunteers*, supported by a training video, which is the basis for the two day initial training workshop. The manual itself serves as a resource for the educators throughout delivery, as it includes various guidelines, templates and tracking forms. All of these materials form part of a 'teaching kit' that additionally includes stationary and administrative resources, as well as other support material such as a book box library.

Criteria for programme evaluation

There are widely accepted 'good practice' criteria for learning programme design and materials, covering a number of features which are considered in any evaluation of programme materials. Brief comment is made on the nature of the *Kha Ri Gude* materials against these categories. These categories and criteria are derived and adapted from a number of sources, including the *Policy Document on Adult Basic Education and Training* (Department of Education, October 1997); and *An Evaluation of South African ABET Learning Support Material* (Department of Education, SIDA and IEB, August 2000).

1. The design process

Key criteria here are that programmes are designed according to the needs of the target audience, drawing on theories of learning and teaching appropriate to the subject or discipline, and stating the relevant outcomes and standards at which learning is aimed.

The programme was developed by a writing team comprising African language experts, phoneticians and linguists in order to ensure that the literacy materials could be simultaneously versioned in all eleven languages. The level and desired outcomes took initial literacy and numeracy as a starting point, and were shaped by the ABET Level 1 unit standards as discussed above. The methodological approach is discussed in point 4 below.

2. Specifications and structure

Key criteria here are clarity regarding programme specifications, and appropriateness of structure.

Kha Ri Gude was designed for national delivery to address illiteracy. The delivery model uses volunteer educators mentored by supervisors who in turn report to co-ordinators, managed by various national teams with specific responsibilities.

Clear specifications are given in relation to:

- the target audience for learning
- the target ABET level to be achieved
- the aims and outcomes of the programme
- the layered delivery model, in terms of different roles and responsibilities of the different players, and in particular the structured support given for face-to-face teaching
- the structure of the overall programme, in terms of the way in which the different components (literacy, numeracy, oral English) are mediated.

In relation to how individual lessons are structured, there is a good balance between educator input, learning activities and feedback. The types of activities are varied, and there are opportunities to work alone, in pairs or in a group.

3. The Content

Key criteria here are that content is relevant and current, free of errors and supports the learning outcomes to be achieved.

After the initial learning of the alphabet, the content is mediated through themes, around which a set of lessons is structured. The themes for language deal with issues such as health, work, leisure and civic issues, of relevance and interest to adult learners, and aimed at stimulating applied use of language. The themes for numeracy

teach the basic number skills in the context of real life situations and applications, including financial literacy. The materials are clearly South African in origin, drawing on our own contexts, cultural practices and symbols.

The link between programme and the relevant ABET standards is discussed above.

The English-language versions of the materials are free of errors. This report has not evaluated the accuracy of the versions in other languages.

4. Methods

Key criteria here are that the teaching methods are informed by a professionally acceptable teaching methodology or theory, and that they satisfy professional standards (e.g. they have approaches and components compatible with the learning area or discipline).

The *Kha Ri Gude* materials use recognised literacy teaching methodologies, including phonics, the use of letter and word cards, games and practice-based drills. For numeracy, mastery of basic number operations is built up sequentially, and learners practise application of skills through a number of different types of activities, including games.

In general, the materials are interactive and activity-based. They are aimed at encouraging learners to work together as well as on their own, and to apply what they are learning to their own lives. Educators are given plenty of guidance on how to motivate learners and promote their self-confidence, relate learning to their prior experience, and take charge of their own learning resources. These features are all good exemplifications of adult education philosophies and practices. The statement of methodology given in the materials is as follows:

An integrated methodological approach is used drawing on the benefits of the language experience approach while taking seriously the recent developments emanating from neuro-cognitive research into how adults learn to read. In line with this research, the programme undertakes to enhance the visual literacy and perceptual skills learners need to “handle” a range of graphics. It also aims to develop automaticity by addressing the mechanics of reading, phonemic awareness, letter sound relationships and word analysis. At the same time it is ensured that the contextualisation and the rudiments of a language experience approach have not been compromised.

The materials meet the criterion that the methods claimed are applied in practice in the learner materials and facilitator guidelines themselves.

Given that the educators are volunteers who may not have had prior experience in teaching adult basic education, the *Facilitator Guides* are appropriately directive and

helpful in giving step-by-step guidance on how to teach effectively.

5. Readability and presentation

Key criteria for readability are that the language, vocabulary, style and syntax are at the appropriate level, easy to use (good spacing, font size, presentation of information, captions and so on), and should be visually appealing and durable.

In terms of language in the English language versions, both the learner materials and the facilitator materials are perfectly pitched for their target audiences. The *Kha Ri Gude* materials are exceptionally well presented and well referenced, with varied and interesting illustrations, graphical representations of information and support materials. They are both sturdy and attractive.

6. Assessment

Key criteria here relate to achieving an appropriate balance between formative/ diagnostic assessment, and formal assessment for competence. In addition, there is generally a stress on ‘transparency’ in that learners need to know when, how and why they are being assessed.

Most of the ongoing formative assessment during the programme is very informal, in the sense that it relates to ‘checking’ of work during lessons, and utilising peer feedback. This approach is appropriate for ABET level 1 learners who have had little experience (or bad experiences) of formal education: they should not be overwhelmed with ‘formal’ assessments and tests that could undermine their confidence. At a certain point in the literacy programme (Theme 4), learners are given a short diagnostic test in order to pace different groups of learners. At key points in both the Communication and Numeracy programmes, learners complete relevant assessment activities in order to start building up their portfolios.

The primary formal assessment mechanism throughout the programme is the Learner Assessment Portfolio (LAP) for Communication and Numeracy (mother tongue). While portfolios are acceptable as a summative assessment instrument for certification, it is well known that they pose a number of challenges. Briefly, these comprise of lack of standardisation of evidence, problems with standardisation of marking by different assessors, questions related to authenticity, and a number of moderation problems

The *Kha Ri Gude* programme has tried to address these issues as follows:

- The LAP is designed so that learners provide evidence of achievement at key points in their literacy and numeracy progress.

- The LAPs are highly structured so that comparable evidence is received from all learners.
- Marking criteria and structured templates are clearly set out to enable educators to mark to the same standard.
- Educators are trained in the marking process prior to delivering the programme, and have opportunities during the programme to check the standard of marking with supervisors and other volunteer educators.
- Authenticity is confirmed through a recently-introduced Site Verification Task on an acceptable sample basis.
- There is a structured moderation process which has evolved over the life of the *Kha Ri Gude* project. It includes moderator training, standardised procedures, and review of the new Site Verification Task in relation to designated portfolios.

Putting it all together in a Quality Assurance Framework

The diagram on the next page sums up the various elements that go to make up *Kha Ri Gude* model. Brief conclusions are given on each of these elements:

Design and development: the materials are excellent in coverage, methods and appearance, and the programme should enable learners to achieve the required level of the ABET level 1 unit standards.

The programme meets ‘fit-for-purpose’ criteria in that it addresses real life needs for literacy and numeracy of its target audience. It may be that a review against the most recent unit standards is required.

Delivery is probably the most complex aspect of an undertaking of this nature, and relies heavily on human resources and logistical efficiency. This report can only state that the facilitator support materials are more than adequate.

The assessment model and instrument suits the target group of learners, but there are areas of potential slippage in the portfolio approach. This puts greater emphasis on the moderation process.

The moderation process has been developmental in nature, and can only strengthen as an experienced pool of moderators is built up. The recent innovation of a verification test is a good addition to the model.

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

- Standards
- Literacy and numeracy teaching methods
- Adult education approaches
- Good practice materials development principles

Delivery

- Layered approach: coordinators, supervisors, volunteer educators
- Training: delivery, methods, and marking
- Systems and procedures
- Support people

Assessment model

- Formative assessment
- Portfolio assessment

Moderation Process

- Verification tasks
- Sample comparison with LAP
- LAP moderation procedures